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ABSTRACT

In 1988, a survey was conducted at Compton Community College to ascertain whether the needs and priorities of its students were primarily campus-related or external. The study was also structured to identify students who planned to transfer to another college before completing their degree requirements. The survey solicited information on students' personal profile, ethnicity/race, marital status, gender, residency, income, goals, and aspirations. In addition, the survey asked students to evaluate the college itself in terms of the quality of instructors and instruction, the relevance and priority of selected student services, and whether the institution was properly addressing student needs and priorities. The survey sample of 879 students represented 17% of the total college population in fall 1988. The sample was 68% female, 59% black, and 47% single; 31% were employed full time and 27% were employed part time. Student responses indicated that factors such as family obligations, personal problems, job-related problems, and finances were major determinants of academic persistence. However, certain on-campus needs were also identified: (1) 30.9% of the respondents recommended that a referral service be considered for implementation, 23.9% were in favor of a counseling center, and 17.6% were interested in a "Big Brother-Big Sister" program to match older and younger students; (2) extended hours were recommended for the library, Academic Resources Institute/Center, cafeteria, and bookstore; and (3) as to why students drop out of college, 24.6% of the students gave as a reason lack of interest and motivation, 19.8% cited financial problems, and 15% mentioned job-related or family problems. The survey instrument is appended. (JMC)

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STUDENT NEEDS AND PRIORITIES SURVEY (SNAPS) FALL - 1988

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"My mother used to say: Don't stand there banging on the door to opportunity, then, when someone opens it, you say, wait a minute... I got to get my bags! You BE PREPARED with your bags of knowledge, your patriotism, your honor, and when somebody opens that door, YOU CHARGE IN!"

General Daniel "Chappie" James, Jr.

DEDICATION

This study is dedicated to the memory of Professor Van Edward Slater who passed away due to injuries he received in an automobile accident October 30, 1988. For the past 22 years, Professor Slater demonstrated an unswerving desire to provide academic assistance to his students. He will be sadly missed by students, administrators, faculty and friends at Compton Community College.

EXECUTIVE SUMMARY

There is an immutable axiom that seasoned systems analysts subscribe to, and that is, *"to properly test the validity of any system, regardless of its purpose, nature, and magnitude, there must be feedback from the users of that system."* The feedback serves us equally well, whether its positive or negative, it is important. In a sense, that was the purpose or "bottom line" for conducting the Student Needs and Priorities Survey during the Fall Semester of 1988.

The Survey solicited information regarding each student's personal profile, ethnicity/race, marital status, gender, residency, and income status. Equally important were the questions pertaining to the College; such as the quality of instructors and instruction, the relevancy and priority of some of the student services and facilities, and whether or not the institution is properly addressing their needs and priorities. Questions dealing with the students' goals and aspirations were also key questions.

The purpose of this study was to ascertain whether or not the needs and priorities of our students were primarily campus related. Based upon the results of our questionnaire, data indicated that the needs and priorities of our students are external. However, students did indicate that there are some campus-related services that would enhance their personal and educational experience at Compton Community College.

PREFACE

In recent years, there has been an increasing demand for students needs and priorities surveys to be conducted at various colleges. However, often these surveys are usually conducted in a hurried and superficial manner according to Dr. Charles Lindahl, Assistant Vice Chancellor for Student Affairs of the the California State University and College System.[1]

Many campuses have used antiquated methodologies to gather their data such as distributing a "needs survey instrument" during registration to be taken home for completion and return. A large number of these instruments are either lost or forgotten, and consequently, never returned. As a result, the needs and priorities of a college's student population cannot be ascertained.

One of the first documented valid student needs assessment surveys was the Student Needs and Priorities Survey III (SNAPS III)[2] commissioned by the Chancellor's Office of the California State University System (CSUS).

During the late 1970s through the early 1980s on CSUS campuses, the drop-out rate augmented by the regular rate of attrition created prodigious problems regarding student enrollment. Many students were leaving the CSUS to matriculate at the University of California schools as well as private and religious post-secondary institutions. As a result of this marked drop in student enrollment, classes were canceled at a much higher rate than usual. As a result, numerous professors were confronted with the prospect of lay-off.

The Chancellor decided that it was imperative to examine the needs and priorities of CSUS students in order to address the alarming attrition rate. Given the findings of the SNAPS III Survey, methods were formulated and implemented to positively impact decreased enrollment. It was postulated that two basic factors adversely affected students' decisions to remain in the CSUS: (1) campus-related factors (e.g., course variety, scheduling, instructors, support services, etc.); and (2), factors external to the campus (e.g., family obligations, work commitment, finances, personal problems, etc.).[3]

The Chancellor firmly believed that these factors, among others, would be clearly identified by a student needs and priorities study. These concerns were also the major reason why this study was conducted at Compton Community College during the Fall Semester of 1988.

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1. *"Student Needs and Priorities Survey III"*, Social Systems Research Center, Department of Sociology, California State University Dominguez Hills (California: August 1, 1983), p. 2.
2. *Ibid.*, p. 31.
3. *Ibid.*, p. 32.

There is no evidence that the survey of this *genre* was ever conducted at Compton Community College. Consequently, the needs and priorities of the students, to date, have never been ascertained. Therefore, this study was profoundly necessary. It was felt that information generated from a student needs and priorities survey would greatly enhance the College's ability to facilitate the learning process of our students during their academic careers at Compton Community College.

ACKNOWLEDGEMENTS

The Research and Planning Department wishes to thank all of the professors who allowed the survey to be conducted in their classes; for without their support, this study would not have become a reality. The Research and Planning Department also wishes to thank Mr. Robert Shepard-Branic, Ms. Mathie Butler and Mrs. Minnie Kinsey for their significant contributions to the completion of this study. Additionally, we would like to thank Reverend H. L. Thompson, the pastor of Tamarind Seventh-day Adventist Church, and his wife Janice for allowing the researchers to use their church facilities to compile the data during a time when the campus was closed.

COMPTON COMMUNITY COLLEGE DISTRICT
SNAPS STUDY - 1988
ABSTRACT

A set of survey items were structured to examine the needs and priorities of 879 students enrolled at Compton Community College during the Fall Semester of 1988. The survey was formulated to identify their needs and priorities in terms of campus-related factors and factors external to the campus. Once the survey has been conducted, administrators, in turn, can hopefully posit ways and means of addressing student concerns in order to reduce the attrition rate which has been a growing concern of college administrators for a protracted length of time. Many survey items used for the SNAPS III Study were modified and used in the design for the Compton Community College SNAPS instrument. Portions of the sampling design from the SNAPS III Study were also used for this study.

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CHAPTER ONE

Introduction

1

Introduction

The Purpose

This chapter is comprised of a brief discussion on the purpose, the problem statement, and the research question. The postulate is also presented.

The major purpose of this study was to identify and measure the needs and priorities of students enrolled during the Fall Semester of 1988. The factors which address needs and priorities will be identified as either campus-related or non-campus-related. These data will enable administrators to make valuable decisions in the allocation of resources and the type of services to be rendered by various components of the college.

The study was also structured to identify those students who plan to transfer to other institutions before they complete their degree requirements at Compton Community College. Identification of the student's future academic goals and aspirations was another consideration relative to the formulation of this study. This information

would enable the administrators to revise requirements, if necessary, to make certain that students would be qualified to transfer to a four-year institution with no difficulty.

In the education of students, the assessment of their needs and priorities are obviously important. Such assessments would assist teachers, counselors, and administrators in their determination of the type of curriculum most appropriate for students.

Finally, it is the intent of the researchers to reveal the results of this study to those faculty members who allowed the administrators of this survey in their classes. There were several who expressed an interest in the results. There were also many students who wanted to know the results. The researchers feel that the student participants as well as the faculty members deserve to be apprised of the findings, and, as a consequence, they will be available within the Research and Planning Department.

During the Fall Semester of 1988, there were 5,135 students enrolled at Compton Community College (Refer to Table 1, page 12). Of them, 879 students participated in the survey, about 17 percent of the total student population for that semester.

Statement of the Problem

As previously stated, the decision was made to conduct the survey during the Fall Semester of 1988 because of the student population usually being greater during this semester period when compared to the Spring and Summer semesters. The researchers wanted to survey a representative sample from the population to determine students' needs and priorities. The researchers had to determine what methods were apropos to accurately measure and identify these needs and priorities. Additionally, what ever methods were selected had to be conveyed to the various ethnic groups to be investigated. Therefore, the problem statement for this study is twofold:

1. *To devise a method(s) to properly measure and determine the needs of the students. Further, the methods of observation must be conveyed to a cross-section of all students enrolled during the Fall Semester of 1988.*
2. *In order to facilitate the collection of data for analysis, the methods(s) had to be sound and pragmatic.*

The Research Question

The major goal of this study was to provide statistical data to administrators to assist them in making recommendations to address the top priorities and needs of students.

This study may indicate that an emphasis may need to be placed upon the addition of courses, extended child care, revision of instruction and curricula, improvement of the physical appearance of the campus and so on. Conversely, the data from this study may indicate that administrators may not need to alter any of the aforementioned areas. All of this information will be known following the collection and analysis of the data.

Once the major needs and priorities are addressed, ways and means could then be implemented to gradually address the needs and priorities of students that were ranked as being of a lower priority. But what will they be? The formal research question for this study, therefore is:

> *What will the top priorities and needs of the students be in terms of campus related factors and factors external to the campus?*

The Postulate

Campus-related factors as well as external factors may present profound obstacles in terms of a student reaching his or her educational goals. If this is the case, students may decide to drop-out of a college or an university before completing their degree requirements and transfer to another institution. Other students may decide to permanently drop-out of school.

Preceding investigations in this area have found students to be more concerned with intrinsic campus-related services such as, instruction and academic advising. Moreover, as per Dr. Warren A. Washington, Interim President and Superintendent, many Compton Community College students have class-scheduling problems. That is, they are unable to enroll in various classes during times and days they desire due to time conflicts with other essential classes they need to graduate.

Given the aforementioned information concerning the Chancellor's Office's theory on student retention concerns as well as the data gathered by our Office of Academic Affairs, the following postulate was formulated:

> *The needs and priorities of Compton Community College students are primarily related to campus-related factors.*

CHAPTER TWO

Methods of Proof and Techniques of Data Gathering

2

Methods of Proof and Techniques of Data Gathering

Introduction

This chapter addresses the intricacies of the methodology employed during the course of this study. First, the sampling and observation procedures are discussed. Second, the experimental design is provided which served as the basis for the formulation of the survey instrument. Finally, the method used to code the instrument is briefly discussed.

The Sample Selection

A modified version of the SNAPS III sampling procedure was used to draw the sample. The sample was drawn using the official class schedule of existing liberal and fine arts, science, math and technology classes. The list of scheduled classes was provided by the Data Processing Department. This list revealed the number of course numbers, the section numbers, the days and scheduled times, and the room locations. This list also gave the name of each professor responsible for teaching each course.

Using a random-numbers chart, the researchers randomly selected the list pages. After a page was selected, the classes on a particular page were then randomly selected for the survey. The classes were clustered together on these pages according to the class level of the course. The researchers sampled the morning, afternoon and night classes equally to ensure that a cross-section of the student body would be represented regardless of what time and day they attended the college... including Saturday classes. This procedure also assured researchers that students from all departments would be represented in the sample. The researchers sampled 879 students for the survey which represented 17 percent of the student population for the Fall Semester of 1988.

As stated earlier, the official class schedule indicated how many students were enrolled in each class. The Research and Planning Office decided to over-sample the classes because some of the students may have been absent during the administration of the survey. This is the reason why researchers sampled an additional 100 students. Over-sampling of the classes was also implemented due to the possibility that some classes could have been inaccessible during the sampling process. Thus, the researchers deemed it necessary to target classes to exceed the quota to be used at a later time if necessary.

The sampling technique used for the purposes of this survey was a combination of random, stratified, clustered and quota procedures to select the students. Each class was recorded on a form after being randomly selected (Refer to Figure 1, page 6).

The Observation Procedure

The survey instrument used for this study were distributed and completed in the classrooms with the permission of each instructor. Due to the suspected low response rate if the survey instruments were to be taken home by students, the Research and Planning Office ruled out having the instructors give the instruments to the students to be completed at home. With the permission of each instructor, researchers distributed, administered, and collected the survey instruments at the beginning of each of the participating classes.

Another major reason for researchers desiring the instrument to be completed in the classroom was to provide clarification to the students. That is, researchers could answer questions concerning the items and render assistance as how responses should be indicated.

CLASS MONITORING FORM
(FIGURE 1)

Compton Community College
Student Needs and Priority Survey
(SNAPS)

Department/ Course No.	Section No.	Sched Days/ Room No.	Instructor	Survey Schedule	Completed	Researchers Initial	Enrollment

Before administering the survey instrument within the classroom, researchers decided upon an in-person visit to each professor, rather than relying upon the telephone to obtain personal permission to administer the survey. It was felt this procedure would be more appropriate and expedient in terms of explaining the research efforts. Furthermore, each researcher felt that a personal appearance would exude professionalism and buttress research efforts.

Prior to executing the survey, the Director of Research and Planning wrote a brief letter explaining the nature of the survey (Refer to Exhibit 1, page 8). The letter was

sanctioned by Dr. Edison O. Jackson, President and Superintendent of the College[4], and other key administrators. The correspondence proved to be extremely effective. Only one professor failed to allow the administering of the survey in the classroom.

After the time and dates were obtained, the researchers recorded the information on the form previously mentioned (Refer to Figure 1, page 6). This was done to keep a record of the classes scheduled to be surveyed on a day-to-day basis. Most of the professors informed the researchers that they desired the instrument to be administered at the beginning of the class period. Resultantly, the researchers decided to arrive at each class 5 minutes prior to the beginning of the class period. The researchers also carried #2 pencils with them in the event that students did not have a pencil. Pencils were required to fill in the responses. Before the instruments were distributed to the students, the researchers informed them not to write until instructed to do so.

After the instruments were distributed, the text of the instrument was read aloud to the students with much emphasis put on the anonymity clause:

> *"Compton Community College is very interested in serving the needs and priorities of its student body. The Research and Planning Department has developed this student questionnaire to gather information pertaining to your specific needs and priorities. The completion of this questionnaire will require approximately 30 minutes of your time. There will be no solicitation of any identifying information. Therefore, all responses will be kept confidential."*

Items 10 and 10A (of the instrument) were then explained to the students as to how the responses were to be recorded. It was felt that these two items would confuse some of the students primarily due to the requirement of two responses for each response category. The researchers then informed the students that the survey was to be done strictly on a voluntary basis and that they could refuse to participate.

In an effort to expeditiously attend to the total administration process of the instruments, and to allow for the researcher's preparation for the survey of other classes on the same day at a later time, students who arrived very late were not given survey materials. The professors may have wanted to utilize the remaining class time to issue homework assignments, discuss future classwork, reading assignments etc. Late arriving students would not have enough time to fill in their responses within the 30 minute timeframe. After the instruments were completed, the researchers asked the students to pass them to the front of the class.

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4. Dr. Edison O. Jackson was the President and Superintendent when the decision was made to conduct the Student Needs and Priorities Survey during the Fall Semester of 1988.

EXHIBIT 1
LETTER OF AUTHORIZATION

Compton Community College

Memo to:

From: R. Michael Wood, Director of Research and Planning

Date:

Subject: Student Needs and Priorities Survey (SNAPS)

Compton Community College is deeply concerned with adequately ascertaining the needs, concerns, and priorities of the student body. In order to acquire this information, the Research and Planning Office has developed a survey as a directive from Dr. Edison O. Jackson, President/Superintendent and Dr. Warren A. Washington, Dean/Assistant Superintendent of Instruction and College Development.

As part of selecting a representative sample for the Student Needs and Priorities Survey, your class was selected as a participant. We sincerely apologize for any inconvenience brought upon you and your class. This will be the final study of this magnitude conducted at Compton Community College involving our student population for the Academic School Year. Thank you for your patience and cooperation.

RMW:jt

cc: Dr. Edison O. Jackson, President/Superintendent
Dr. Warren A. Washington, Assistant Superintendent and Dean of Instruction and College Development
Mr. Douglas Robinson, Dean of Student Affairs
Mr. Bob Butler, Director of Student Life

Thought of the Week:

The Design of the Questionnaire

A questionnaire was used to gather the data for analysis (Refer to Appendix A). It was designed to be self administered in the classrooms comfortably at the beginning or ending of a class period. The items and the response categories were not too long and the instrument was pretested to be completed in approximately 30 minutes at the 7th grade reading level. The items were comprised of dichotomous, demographic, scaled, and contingent questions with some of the response categories being open-ended (Refer to Appendix B). The researchers designed the instrument to be completed within the previously mentioned timeframe because they assumed that professors would not have sanctioned the survey if it proved to be too lengthy. In fact, it was felt that the survey was allowed due to the correspondence from the Research and Planning Department.

An attempt was made to create an eclectic instrument using modified items taken from the SNAPS III study. This was necessary because many items placed on the original instrument did not pertain to Compton Community College students. All of the other items used were developed by the Research and Planning Department at Compton Community College. The researchers coded the instrument by assigning numbers to the responses before the survey was conducted to facilitate analysis.

The instrument required a great deal of editing to achieve these goals, and one of the most important considerations concerning the structuring of the instrument was whether it measured what it was suppose to measure. Questionnaires, however, no matter how well they are structured, can sometimes fail to yield data that would answer the research question. That is, sometimes students do not respond truthfully on survey instruments; and, sometimes, a researcher will be bombarded with inappropriate answers to open-ended questions placed on questionnaires. Therefore, there are certain limitations regarding methods to gain research data when questionnaires are used.

In sum, the researchers decided that the instrument was properly designed to answer the research question with the data yielded. Therefore, the observation procedure and method of data collection coupled with the design will indeed answer the question with the acquired data.

CHAPTER THREE

Observation

3

Observation

Introduction

The results of the study are presented in this chapter preceded by a brief discussion concerning the data analysis, followed by the student-profile. Summary forms of the presentations, including tables are delineated with descriptive overviews of the observations.

As previously stated, numerical codes were assigned to all response categories for each question. The majors of the respondents and their occupations were collapsed into categories for analysis. The following information is an overview of the results and the table displaying the results for the study can be found in Appendix B.

The Student Profile (Questions 1 - 5)

The student profile for the respondents in this survey is quite diverse in the areas of age, socioeconomic status, occupations etc. Participants in the survey consisted of 281 (32 percent) males and 598 (68 percent) females. These numbers, as stated, represent 17 percent of the total college population for the Fall Semester of 1988.

The students consisted of 8 American Indian females and 2 American Indian males, 373 Black females and 150 Black males, 149 Hispanic females and 75 Hispanic males, 15 Pacific Island females and 10 Pacific Island males, 12 Asian females and 6 Asian males, 10 Caucasian females and 15 Caucasian males, 17 Filipino females and 7 Filipino males. Additionally, there were 4 Iranian females. There were 2 males from the "other" category who classified themselves Arabs. Among the respondents, 10 females and 14 males did not state their ethnicity or race on the survey instrument. (Refer to Table No. 1., page 12).

Slightly more than 47 percent of the respondents were single, and 35.3 percent were married. Approximately 10 percent were divorced or separated, and 7.5 percent were widowed. The remainder of the respondents declined to state their marital status.

Approximately 31 percent of the students were employed full-time and 27.1 percent stated they had part-time jobs ranging from 1 to 39.5 hours per week. These statistics concur with a study conducted by the Center For The Study of Community Colleges (Cohen, et al, 1988)[5] regarding the time periods most community college students are employed in the United States. The student's occupation ranged from professionals to laborers in the areas of business and industry, education, government at all levels, and self-employment. Their yearly family incomes ranged from $0 to more than $48,000. Their ages ranged from slightly less than 18 to over 65 years.

In question 5, 57.4 percent of the students lived in the Compton Community College District and 42.6 percent lived in the communities surrounding the District, such as the South Bay and Los Angeles.

Results

The results regarding question 6 reveals that 32.4 percent of the students attended Compton Community College last semester, closely followed by first time enrollees (31.1 percent). Slightly more than 15 percent are returning to school after an absence and 12.0 percent are new enrollees but had attended another college. Approximately 9 percent of the students were returning transfers.

5. *"Trends and Issues in Community Colleges, 1988: Minority Student Transfer"*, Arthur M. Cohen, Center For The Study of Community Colleges, (Los Angeles: 1988), p. 1.

TABLE NO. 1

Number of Surveyed Student Participants By Gender and Ethnicity

Race/Ethnicity	Female	Male	Total
American Indian/Native American	8	2	10
Asian	12	6	18
Black	373	150	523
Caucasian	10	15	25
Filipino	17	7	24
Hispanic	149	75	224
Pacific Islander	15	10	25
Other			
Iranian	4	0	4
Arab	0	2	2
Did Not Specify	10	14	24
Total Surveyed Students	**598**	**281**	**879**
Total Students Fall Semester of 1988	**3097**	**1985**	***5135**

* 53 were classified gender "Unknown"

Of the services listed in question number 7, 30.9 percent of the students stated a Referral Service System could assist them during their academic careers at Compton Community College. Approximately twenty four percent believed a Counseling Center (non-academic) would be beneficial. These were the highest percent totals on these response categories. About 18 percent would favor a "Big Brother" and "Big Sister" program, while 14.3 percent believed a Women's Center would be helpful; and, 13.4 percent would like a Chaplain's Office on this campus.

In question 8, 39.4 percent of the respondents stated they would transfer to another college or private institution before they graduate from their current degree program; while 31.9 percent said there is a possibility they would transfer before graduation. Slightly less than 29 percent stated they would remain at Compton Community College and finish their two-year degree program.

With regard to transferring to a four-year institution (Question 9), the University of Southern California was the choice of 28.9 percent of the students; while 4.3 percent were undecided. The California State Universities (Long Beach and Dominguez Hills) had the second and third highest percentages (19.1 percent and 18.8 percent).

Concerning the factors mentioned in question 10, the highest totals were recorded on the "Very Important" response category. The highest percentages were recorded on the "Excellent" and "Good" response categories in terms of how they exist at Compton Community College when compared to the "Fair" and "Poor" response categories. The "Unsure" response category represented the lowest numbers recorded. (Refer to Appendix B, pages 35, 36, and 37)

In question 10A, the highest percentages were recorded on the "Very Important" response category concerning the factors mentioned. Slightly more than 52 percent of the respondents considered the quality of instruction at Compton Community College to be excellent, while 24.6 percent considered it to be good. The percentages for academic advising for these categories... 42.5 percent and 24.9 percent respectively. (Refer to Appendix B, pages 37, 38, and 39)

In question 11 (two responses were give to each respondent), of the ninety seven respondents who considered the quality of instruction fair or poor at the college, 15.5 percent of the respondents stated instructors exhibited a lack of interest or enthusiasm for teaching as a major reason. Approximately 15 percent of the students also believed some courses lacked breadth and did not cover enough relevant material and the same number of respondents did not think instructors had the ability to communicate the subject matter. Less than 17 percent (16.5) of the students believed academic standards were too low and some courses focused on the lowest level students, while 11.3 percent thought the instructors were inconsistent with grading and their assignments were sometimes vague. Again, 11.3 percent stated some courses lacked depth and 8.2 percent stated that some instructors were racist or were biased from a gender perspective. Only 7.2 percent of the respondents believe instructors were unqualified or displayed poor command of the subject matter.

In question 12, the sixty nine respondents were permitted to give two responses per item. Approximately 34 percent of the respondents stated advisors were not available when needed, and 21 percent from the group said the advisors are poorly informed about the academic programs and requirements. Twenty one percent also stated advisors evinced a lack of concern or interest for students' needs; while 17.4 percent from this group stated advisement is not coordinated between advisors, departments and other administrative offices on campus. Only 6.5 percent stated that advisors make incorrect student recommendations.

In question 13, respondents gave their majors. Of those students who have declared a major, the majority of them are majoring in a business/accounting discipline (17.4 percent). Computer Science is the next highest percentage (8.5 percent) followed by Life Science (5.4 percent). Approximately 41 percent of the responses were recorded in the "Undeclared" category. The rest of the majors are highly diverse and somewhat equally distributed over the Behavioral and Social Sciences, Humanities, Fine Arts, Math and technology disciplines. (Refer to Appendix B, Question 13, pages 40 and 41)

Question 14 reveals that 43.5 percent of the students have completed less than 30 units and 19.6 percent were enrolled in high school. Approximately 10 percent have completed between 30 and 59 units; 6.1 percent have completed 60 units or more; and 6.6 percent have already obtained their Associate of Arts or Associate of Science Degrees, and 9.5 percent have their Bachelor of Arts or Bachelor of Science Degrees. Approximately 2 percent have obtained their Masters Degree.

In question 15, about 30 percent of the respondents stated earning an Associate of Arts or Science Degree is their educational goal at Compton Community College. Approximately 28 percent of the respondents are at Compton College to learn a job skill or a trade, while 19.9 percent are enrolled to earn a certificate. Approximately 12 percent are here for personal development and 9.6 percent were answered within the "other" category.

In question 16, slightly more than 44 percent of the students stated obtaining an Associate of Arts Degree is their highest degree objective at Compton Community College and 27.6 percent are striving to obtain an Associate of Science Degree at the college. These are the highest totals on this set of response categories, which are not consistent with the results in question 15.

Question 17 indicated that 17.2 percent of the respondents will enter a four-year post secondary educational institution to obtain a Bachelors Degree and 14.6 percent will continue on to receive a Masters Degree. Only 3.4 percent plan to seek degrees in medicine and law while 7.1 percent plan to obtain a Ph.D. Approximately 21 percent will discontinue their education after they receive their Associate of Arts Degree and 2.3 percent after they obtain their Associate of Science Degree. Twenty three percent are undecided as to their overall degree objective, and 3.9 percent want a teaching credential or certificate. Approximately 7 percent of the respondents do not plan to obtain any degree.

Question 18 asks the students for the number of units they are currently registered for. The majority are taking between 12 to 14.5 units, (39.7 percent). Approximately 25 percent are registered for under 8 units and 18.0 percent are registered for 8 to 11.5 units. Students who are taking 15 units or more, almost equals the previous percent total.

In question 19, (new students notwithstanding) the majority of the respondents indicated that their GPA was above 2.4. More than 17 percent had GPAs between 3.0 and 3.4, and 11.4 percent were between 3.5 and 4.0.

In question 20, 52.3 percent of the respondents usually take 12 units per semester. This was the highest percent total on these response categories. The unit range was from 1 to 22 units per semester. Fifty students usually take 6 units (6.8 percent)... the second highest.

Question 21 allowed the students to enter multiple responses on the response categories. The time and day(s) courses were scheduled were the major factors as to how many units a student would take per semester. There were 365 (21.9 percent) responses for response category 1... the highest total and 274 (16.5 percent) for response category 2; followed by 208 (12.5 percent) for response category 4. The number of units they could take and still earn good grades was also a strong determinant as to how many units they would take according to the results on response category 4. Family needs and demands were another factor... 194 responses (11.7 percent). However, there were 104 (6.3 percent) responses for response category 5... which means the student would only take the number of units required to remain eligible for financial aid. The other major determinants involved the amount of units needed to graduate by a certain date and whether or not the required courses for different academic programs are offered... 140 (8.4 percent) and 174 (10.5 percent) responses respectively.

Question 22 dealt with the time periods that the respondents took the majority of their classes. There were 317 (29.2 percent) responses on response category 2 (between 8:00 AM and 10:00 AM), 237 (21.8 percent) for response category 3 and 189 (17.4 percent) for response category 7. There were also 112 (10.3 percent) responses on response category 8 (between 8:00 PM and 10:00 PM). There were fewer responses recorded on the times for the classes scheduled for the early and late afternoon periods. However, there were 142 (13.1 percent) responses on response category 4 for this question, (between noon and 2:00 PM).

The results of question 23 indicate that of the 961 responses, 259 (27.0 percent) of the respondents preferred attending classes between 8 AM and 10 AM. This number is consistent with the time the majority of the students take their classes.

Question 24, the next multiple response question, asks the students about the different campus services they would use between 5:00 PM and 10:00 PM. Their top choice was the library... 404 responses (30.2 percent). The next top priority during these hours was the Academic Resources Institute/Center with 277 (17.0 percent) responses. There were 123 (9.2 percent) responses on response category 5 (cafeteria) followed closely by the campus bookstore with 121 (9.0 percent) responses. There were 112 (8.4 percent) responses on response category 8 (Academic Counseling Services) and 83 (6.2 percent) responses on response category 4 (Business Office). Eighty responses were on response category 6 (Student Lounge) followed by 75 (5.6 percent) for response category 10 (Financial Aid Office). A very low number of responses were recorded on response categories involving the Transfer Center and the Records Office.

In response to question 25, 51.8 percent of the students are "heads of households", while 48.2 percent stated they are not the head of the household.

The results of question 26 revealed 32.2 percent of the students have annual family incomes of $6,000 or less... below the poverty level. Twenty eight percent have annual family incomes between $6,001 and $12,000; 11.8 percent between $12,001 and $18,000; and 10.7 percent between $18,001 and $24,000. Approximately seventeen percent had annual family incomes in the lower middle class to the upper middle class brackets ($24,001 to $48,000 and over).

In question 27, there were 188 students (24.5 percent) who were dependents and 26.4 percent who were financially responsible for themselves. Approximately 22 percent of the students had 2 dependents and 12.7 percent had three. Slightly more than 5 percent were financially responsible for four persons including themselves, and 5.1 percent were financially responsible for 5 persons including themselves and 4 percent for more than 5 persons.

In response to question 28, 44.8 percent of the respondents stated they were very concerned about having the financing necessary to continue their education. Moreover, approximately 14.7 percent were extremely concerned in regards to financing their college education. These figures constitute 59.5 percent of the respondents... a very high percentage. About 26 percent stated they were concerned but will probably have enough funds to continue, and 14.9 percent stated they would not have any problems with financing their education. These statistics indicate that the majority of the students may have difficulty relative to financing their education now and in the future.

Question 29 indicated that the majority of the respondents do not need child care (70 percent); and question 30 indicated that of the small number of respondents who needed child care, approximately 84 percent would be able to take between 1 to 6 additional units.

In question 31, when asked the approximate number of hours they work per week, slightly less than 31 percent of the students stated they work full-time (39.5 hours per week). Approximately nineteen percent work between 20 to 39.5 hours per week and 7.7 percent work between 1 and 19.5 hours per week. Forty two percent were unemployed. These figures suggest that most of the respondents have jobs and the majority of them are working full-time. Most community college students work 24 or more hours per week (Cohen, et al., 1988).[6]

Question 32 indicated that 34.9 percent of the students who are employed work in the areas of business and industry and 15.0 percent in education institutions. Approximately twenty four percent are employed in the four levels of government and 5.1 percent are self-employed. Three percent work for non-profit organizations. There were 122 responses recorded on response category 10 for this question (17.9 percent) which was the "other" category. The statistics for this question are misleading

6. *Ibid.*, p.1.

because, 413 students stated they were employed (question 31), but 680 students responded to the response categories in question 32. A breakdown of the occupational titles can be found under question 33, (Refer to Appendix B.). Most of the respondents were laborers.

The results of question 34 dramatically shows the vast majority of the students preferring to take their classes on campus (97.1 percent). Only 1.7 percent wish to take their classes at an off-campus location and 1 percent via television courses.

Most of the respondents would like to take their classes Monday through Thursday (Question 35, a multiple response question).

Question 36 (this was a two response question) asks students to give their opinions as to why students drop-out of this college. The overwhelming reason given was lack of interest and motivation (314 responses, 24.6 percent). Financial problems was the second highest reason (252 responses, 19.8 percent) and job related or family related time conflicts with school obligations was the third reason (191 responses, 15.0 percent). One hundred responses (7.8 percent) were recorded on response category 6. This response category stated students were academically unprepared to do college level work as a reason for dropping out. There were only 50 responses (3.9 percent) recorded on response category 4 which gave short-comings at the institution such as poor support services, shallow social activities and poor facilities which include parking facilities etc., as reasons. These were campus-related factors. *Burn out*, response category 11, was not a major reason nor were transportation problems.

According to question 37, the majority of the students stated factors external to the campus such as family obligations, job, finances and personal problems, presented the greatest obstacles that would preclude them from reaching their educational goals (44.7 percent). Approximately 32 percent stated they were not experiencing any obstacles as far as accomplishing their educational goals. Approximately 23 percent stated campus-related factors such as scheduling, course variety, instructors, support services etc., as obstacles that would keep them from reaching their educational goals.

Of the 452 respondents who recorded responses for question 38, 18.8 percent stated tutoring services should be improved as a means of eliminating certain obstacles. This was the highest percent total recorded on the set of recorded responses in question 38 that addresses what the campus could do to eliminate the obstacles selected in question 37. Approximately 19 percent thinks simplifying financial aid processing would eliminate certain barriers and 11.3 percent stated career guidance programs should be improved. Seven percent said the school is already doing what it can do to assist them. While approximately 4 percent stated the school can do nothing about their problems.

CHAPTER FOUR

Conclusion

4

Conclusion

Introduction

The focus of this chapter shall be a series of discussions relevant to the study. First, the non-support of the postulate is discussed followed by a review of top needs and priorities as deemed necessary by our students. There are also recommendations for follow-up research.

Non-Support of the Postulate

The results of various questions within this study suggest that the original postulate cannot be supported. In other words, the needs and priorities of Compton Community College students are not primarily related to campus-related factors. (Refer to the

response rates for questions 10, 10a, 28, 36, and 37). Factors such as family obligations, personal problems, job-related problems and finances are determinants as to why students at Compton Community College are either not able to take full advantage of their educational experience or drop-out.

While data suggest that external determinants are the major factors as far as students needs or priorities; students indicated that there were on-campus or internal needs and priorities that could be addressed. They are within the next section of this report.

Some of the Top Needs, Priorities and Recommendations

According to Question #7, the following top 3 services should be considered for implementation:

- Referral Service (N = 245 - 30.9 percent)
- Counseling Center (N = 189 - 23.9 percent)
- Big Brothers - Big Sister Program (i.e., elder students assisting younger students with their academic and personal development (N = 139 - 17.6 percent)

The top three services that should remain open from 5:00 AM to 10:00 PM. (Question #24)

- Library (404 responses) (30.2 percent)
- Academic Resources Institute/ Center (227 responses). (17.0 percent)
- Either the Cafeteria (123 responses) or the Campus Bookstore (121 responses) (9.2 percent and 9.0 percent)

Suggestions For Follow-up Research

Students needs and priorities may vary dramatically from year to year. Therefore, this survey should be conducted every two years. Administrators will be able to continually get a clearer picture of these needs and priorities because they will be perpetually known. As a result, they can be quickly addressed. However, the survey

should be conducted toward the end of the school year... approximately the last week of April or the first week of May.

For example, if the survey is conducted during the latter part of the school year, transfers and new students would have been in attendance for almost the entire academic year; that is, those who enrolled at the beginning of the school year. They would, therefore, be able to better evaluate the campus, the institution, facilities, instruction, the curricula, etc. So as to give honest and valid responses. Furthermore, those students and transferees who enrolled at the beginning of the Spring semester for the first time would have been in attendance for approximately three months. Resultantly, they would also be able to give more valid and honest answers to the questions asked.

Professors should be apprised at least a month in advance via faculty meetings, correspondence, committee meetings, etc. The dates should also be proclaimed via campus publications for students and bulletin boards. The students as well as the professors could mentally prepare themselves for the survey if these procedures are followed. Professors, could schedule class assignments, exams, lectures and other classwork before or after the survey is conducted if they knew the dates well in advance.

Finally, the instrument should be produced in scantron form... similar to the SNAPS III instrument. The data could then be inputted into a computer for analysis using a statistical analysis program. The use of a statistical analysis program would allow the researcher to compile data in a more timely fashion as well as produce more timely reports. This process would also better ensure the accurate compilation and manipulation of data.

APPENDICES

Survey Document
Recorded Responses
Selected Graphs

COMPTON COMMUNITY COLLEGE
STUDENT NEEDS AND PRIORITIES SURVEY
DOCUMENT

Compton Community College is very interested in serving the needs and priorities of its student body. The Research and Planning Office has developed this student questionnaire to gather information pertaining to your specific needs and priorities. The completion of this questionnaire will require approximately 30 minutes of your time. There will be no solicitation of any identifying information. Therefore all responses will be kept confidential.

Thank you for your time and effort in completing this questionnaire.

1. **What is your gender?**
   ____ Male
   ____Female

2. **What is your ethnicity?**
   ____American Indian
   ____Black
   ____Hispanic
   ____Pacific Islander
   ____Asian
   ____Caucasian
   ____Filipino
   ____Other, please specify _____

3. **What is your present age?**
   ____Under 18
   ____18
   ____19 to 21
   ____22 to 25
   ____26 to 29
   ____30 to 39
   ____40 to 48
   ____49 to 64
   ____65 or over

4. **What is your marital status?**
   ____Single
   ____Married
   ____Divorced/Separated
   ____Widowed

5. **Where do you live?**
   ____College District (Compton, Lynwood, Paramount, Willowbook, and Enterprise)
   ____Other District. Where? _____

6. **What is your status?**
____First time enrolled at any college (other than summer).
____Attended Compton College last semester (other than summer).
____Returning to Compton College after an absence but meanwhile attended no other college.
____Enrolled at Compton College for first time after attending another college.
____Returning to Compton College after being enrolled at another college.

7. **Which of the following services would be of assistance to you during your academic career at Compton Community College?**
____Chaplain's Office(Spiritual Guidance)
____Women's Center
____Referral Service (Housing, Employment, Child Care, Alternatives and Community Services)
____Counseling Center
____Big Brother - Big Sister Program (Elder student assisting younger students with their academic and personal development)

8. **Do you plan to transfer to another college or university to continue your education before graduation from your current degree program?**

(MARK ONLY 1 RESPONSE)

____Yes ____No ____Possibly

9. **If you answered "Yes" to Question 8, where do you plan to transfer and for what reason? (If you answered "No", or "Possibly" to Question 8, then skip this question).**

Where: (Write only in this box)

Reason: (MARK NO MORE THAN 2 RESPONSES)

____To obtain an advanced degree (M.A., Ph.D, M.D., etc.).
____To obtain an advanced degree, or participate in a program or classes not available in your current school.
____To attend a "better" school (reputation/prestige or specific programs or school as a whole).
____The other institution has "more" to offer (variety of courses/programs, support services, etc.).

____Relocation to another area due to my job, marriage, etc.
____The other institution is closer to my home or job.
____Desire for change (social, academic, environmental).

10. **Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College. (1 = Very Important, 2 = Important, 3 = Not Important), and (A = Excellent, B = Good, C = Fair, D = Poor, and F = Unsure NR = No Response) (For example, 1, A.)**

____Athletic Programs facilities and activities
____Social and Cultural activities and facilities
____Course Scheduling
____Content of course offered
____Fairness and appropriateness of testing and grading
____Accessibility of faculty
____Intellectual stimulation from faculty
____Opportunity to appeal rules and regulations
____Adequate information distribution (bulletin boards, newspapers, etc.)
____Career guidance from from faculty
____Financial Aid (on campus)
____Career guidance from the career planning center
____Employment opportunity through the job placement center
____Opportunity to make friends and improve my social life
____Variety of courses offered

10a. **Please rate the importance of the following factors for your education and the quality of those factors as the exist at Compton Community College. (1 = Very Important, 2 = Important, 3 = Not Important), and (A = Excellent, B = Good, C = Fair, D = Poor, and F = Unsure NR = No Response) (For example, 1, A.)**

____Tutoring/basic skills development
____Availability of career contacts through faculty and alumni
____Intellectual stimulation from other students
____Library and other educational resources
____Availability of parking
____Personal counseling
____Responsive Administration
____Helpful and responsive support staff (for example, Admissions and Records Office staff)
____Quality of Instruction
____Academic Advising

11. If, in Question 10a., you rated the quality of instruction on your campus as fair or poor, what is your reason?

(MARK ONLY 2 RESPONSES)

____Instructors show lack of interest or enthusiasm for teaching.
____Inability of instructors to communicate subject matter.
____Instructors seem unqualified or show poor command of subject matter.
____Instructors are inconsistent with testing and grading, and/or give unclear assignments.
____Racial or sexual bias is shown by instructors.
____Some courses lack depth.
____Academic standards are low; some course are focused on the lowest level students.
____Some courses lack breadth; they do not cover enough relevant material.

12. If, in Question 10a., you rated academic advising on your campus as fair or poor, what is your reason?

(MARK ONLY 2 RESPONSES)

____Advising or advisors are unavailable when needed.
____Advisors are poorly informed about academic programs and requirements.
____Advisors show a lack of concern or interest for students' needs.
____Advisors make incorrect student recommendations.
____Advisement is not coordinated between advisors, departments, and other administrative offices on campus.

13. What is your major? _____ Undeclared?

14. What is your academic level?
____Currently enrolled in high school.
____Completed less than 30 units.
____Completed between 30 and 59 units.
____Completed 60 or more units.
____Have an Associate of Arts or Associate of Science Degree.
____Have a Bachelor of Arts or Bachelor of Science Degree.
____Have a Masters Degree.
____Other

15. **What is your educational goal at Compton Community College?**
____Learn a job skill/trade
____Earn a certificate
____Earn an Associate of Arts or Associate of Science Degree.
____Personal development
____Other

16. **What is your highest degree objective at Compton Community College?**
____None, I am just taking classes.
____Associate of Arts Degree
____Associate of Science Degree
____Undecided

17. **What is your overall degree objective?**
____None
____Associate of Arts Degree
____Associate of Science Degree
____Bachelor's Degree
____Master's Degree
____Ph.D., or Ed.D. Degree
____MD., D.D.S., J.D., etc.
____Other (such as a teaching credential or certificate)
____Undecided

18. **How many units are you currently enrolled?**
____0 - 7.5 units
____8 - 11.5 units
____12 - 14.5 units
____15 and over units

19. **What is your estimated grade point average for the college work you have completed at Compton Community College?**
____At or below 1.9
____2.0 - 2.4
____2.5 - 2.9
____ 3.0 - 3.4
____ 3.5 - 4.0
____ Not applicable, I am a new student here

20. **How many units do you usually take per semester? (Compton Community College only)**
_____

21. **Which factor(s) determine(s) the number of units you take per semester?**
(MARK RESPONSE(S) AS APPLICABLE)

____The time period that courses are scheduled.
____The days that courses are scheduled.

____Whether or not required courses for my academic program are offered.
____The number of units I can take and still earn good grades.
____The number of units required to keep my financial aid (V.A. Loan, Grant, Scholarship etc.).
____The amount of money I have to spend on my education.
____The time demands or needs of my family.
____The number of units I need to graduate by a certain date.
____Nothing in particular, I take whatever I find to be interesting.

22. **When do you take the majority of your classes?**
____Before 8:00 AM
____Between 8:00 AM and 10:00 AM
____Between 10:00 AM and 12:00 PM
____Between 12:00 PM and 2:00 PM
____Between 2:00 PM and 4:00 PM
____Between 4:00 PM and 6:00 PM
____Between 6:00 PM and 8:00 PM
____Between 8:00 PM and 10:00 PM

23. **Of the times when it is possible for you to attend classes, when do you prefer to take the majority of your classes?**
____Before 8:00 AM
____Between 8:00 AM and 10:00 AM
____Between 10:00 AM and 12:00 PM
____Between 12:00 PM and 2:00 PM
____Between 2:00 PM and 4:00 PM
____Between 4:00 PM and 6:00 PM
____Between 6:00 PM and 8:00 PM
____Between 8:00 PM and 10:00 PM

24. **Which of the college services would you utilize during the evening hours (5:00 PM to 10:00 PM)?**
____Library
____Academic Resources (Institute Learning Center/Tutoring)
____Campus Bookstore
____Business Office
____Cafeteria
____Student Lounge
____Records Office
____Academic Counseling Services
____Transfer Center
____Financial Aid Office
____Other

25. **Are you the head of your household (major income provider for yourself or your family)?**
____Yes ____No

26. **What is your family's annual income?**
____$0 to $6,000
____$6,001 to $12,000
____$12,001 to $18,000
____$18,001 to $24,000
____$24,001 to $36,000
____$36,001 to $48,000
____$48,001 and Over

27. **How many persons are you financially responsible for?**

(MARK ONLY 1 RESPONSES)

____None, I am considered a dependent.
____Myself only.
____Two, including myself.
____Three, including myself.
____Four, including myself.
____Five, including myself.
____Over five.

28. **Are you concerned with having the financing necessary for your college education?**

(MARK ONLY 1 RESPONSES)

____No, I will have sufficient funds.
____Yes, somewhat concerned. But I will probably have enough funds to continue.
____Yes, very concerned. I may not have enough funds to continue.
____Yes, extremely concerned. I will not have enough funds to continue.

29. **Do you need child care? (If yes, select the time period)**
____Yes ____No
____Between 6:00 AM and 6:00 PM ____After 6:00 PM

30. **How many additional units would you be able to take if you had childcare?**
____0 to 3 ____ 4 to 6 ____Over 6

31. **Approximately how many hours are you employed per week?**
____1 to 19.5 ____20 to 39.5 ____Over 39.5
____Not employed

32. Which best characterizes your present employment?

____Business or Industry
____Federal ____State
____County ____City
____Educational Institution
____Self-employed
____Non-profit organization
____Other, specify

_____

33. What is your occupational title?

_____

34. Where do you prefer to take classes?

____On the college campus
____At an off-campus location
____Television courses

35. Which days would you prefer to take classes?

____Monday
____Tuesday
____Wednesday
____Thursday
____Friday
____Saturday
____Sunday

36. In your opinion, what are the main reasons students drop out of school on this campus?

(MARK ONLY 2 RESPONSES)

____Lack of interest, motivation, and/or goals
____Financial problems
____Time conflicts, demands of work/job, or family
____Shortcomings of the institution (support, services, social activities, facilities, parking, etc.)
____Emotionally unprepared to cope with the demands of the college
____Academically unprepared to do college level work
____Personal or family problems
____Poor academic performance
____Transportation problems
____Education unnecessary or unrelated to life goals or job success
____"Burn Out"
____Unsure

37. **Which one of the following items present the greatest obstacle in terms of reaching your educational goals?**

(MARK ONLY 1 RESPONSE)

____Campus-related factors (such as course variety, scheduling, instructors, support services, etc.)
____External factors (such as family family obligations, job, finances, personal problems, etc.)
____I am not experiencing any obstacles as far as accomplishing my educational goals

38. **What could the campus do to help eliminate any obstacle you selected in Question 37? (If you marked that you are not experiencing any obstacle, skip this question.)**

(MARK ONLY 1 RESPONSE)

____Improve tutoring services.
____Provide better career guidance.
____Improve library services.
____Improve academic advising.
____Improve information about financial aid.
____Make financial aid processing easier.
____Change course scheduling.
____Offer a greater variety of academic programs.
____Offer a greater variety of courses.
____Change the admissions requirements to the school or a specific program.
____Change the grading system.
____Monitor/remove ineffective instructors hire effective instructors.
____The school can do nothing about my problems.
____The school is already doing what it can do to assist me.

NUMBERS AND PERCENTAGES OF THE RECORDED RESPONSES

1. What is your gender?	Number	Percent
1. Male	281	32.0%
2. Female	598	68.0
Totals	879	100.0%

2. What is your ethnicity?		
1. American Indian	10	1.2%
2. Black	523	61.2
3. Hispanic	224	26.2
4. Pacific Islander	25	2.9
5. Asian	18	2.1
6. Caucasian	25	2.9
7. Filipino	24	2.8
8. Other:		
Please specify		
Iranian	4	.5
Arab	2	.2
Totals	855	100.0%

3. What is your present age?		
1. Under 18	51	5.8%
2. 18	70	8.0
3. 19 to 21	179	20.4
4. 22 to 25	129	14.7
5. 26 to 29	130	14.8
6. 30 to 39	187	21.3
7. 40 to 48	76	8.7
8. 49 to 64	51	5.8
9. 65 or over	3	0.3
Totals	876	100.0%

4. What is your marital status?	Number	Percent
1. Single	381	47.3%
2. Married	284	35.3
3. Divorced/Separated	80	9.9
4. Widowed	60	7.5
Totals	805	100.0%

5. Where do you live?		
1. College District (Compton, Lynwood, Paramount, Willowbrook, and Enterprise)	343	57.4%
2. Other District	255	42.6
Totals	598	100.0%

LOCATION: BY AREA OR CITY N = 255 (100%)

Location	Number	Percentage	Location	Number	Percentage
Long Beach	80	31.4 %	Buena Park	2	0.8 %
Hawthorne	2	0.8	Monrovia	1	0.4
Los Angeles	100	39.2	Harbor	3	1.2
Carson	23	9.0	Downey	2	0.8
Cypress	1	0.4	Costa Mesa	1	0.4
Southgate	24	9.4	Lakewood	4	1.6
Bellflower	1	0.4	Whittier	2	0.8
Cerritos	1	0.4	Irvine	1	0.4
Torrance	1	0.4	Lawndale	2	0.8
Watts (Los Angeles)	2	0.8	Inglewood	2	0.8

6. What is your status?		Number	Percent
1.	First time enrolled at any college (other than summer).	253	31.1%
2.	Attended Compton College last semester (other than summer).	265	32.4
3.	Returning to Compton College after an absence but meanwhile attended no other college.	125	15.3
4.	Enrolled at Compton College for the first time after attending another college.	98	12.0
5.	Returning to Compton College after being enrolled at another college.	76	9.3
	Totals	817	100.0%

7. Which of the following services would be of assistance to you during your academic career at Compton Community College?			
1.	Chaplain's Office (Spiritual Guidance)	106	13.4%
2.	Women's Center	113	14.3
3.	Referral Service (Housing, Employment, Child Care, Alternatives and Community Services)	245	30.9
4.	Counseling Center	189	23.9
5.	Big Brother - Big Sister Program (Elder students assisting younger students with their academic and personal development)	139	17.6
	Totals	792	100.0%

8. Do you plan to transfer to another college or university to continue your education before graduation from your current degree program?

1.	Yes	317	39.4%
2.	No	231	28.7
3.	Possibly	257	31.9
	Totals	805	100.0%

9. If you answered "Yes" to Question 8, where do you plan to transfer and for what reason? (If you answered "No", or "Possibly" to Question 8, then skip this question). (N = 256)

Institution	Number	Percent	Institution	Number	Percent
University of Southern California	74	28.9%	CSU Fullerton	3	1.2%
CSU Long Beach	49	19.1	University of Maryland	1	.4
CSU Dominguez Hills	48	18.8	CSU Northridge	1	.4
California Institute of Technology	12	4.7	University of California Davis	1	.4
Fuller Seminary	12	4.7	Long Beach City College	1	.4
Xavier (New Orleans)	3	1.2	CSU San Luis Obispo	1	.4
Grambling State	2	.8	East Los Angeles	1	.4
Los Angeles Southwest Community College	2	.8	Brooks College	1	.4
California Polytechnical Pomona	2	.8	Michigan State University	1	.4
Cerritos College	2	.8	University of Virginia	1	.4
Northrop Institute	2	.8	St. Marys College	1	.4
University of California Los Angeles	19	7.4	Howard University	1	.4
University of California San Diego	2	.8	CSU Los Angeles	2	.8
			Undecided	11	4.3

Question 9, continued

Reason: (2 Responses or 1 Response per Student)

		Number	Percent
1.	To obtain an advanced degree (M.A., Ph.D, M.D., etc.).	108	63.2%
2.	To obtain an advanced degree, or participate in a program or classes not available in your current school.	22	12.9
3.	To attend a "better" school (reputation/prestige or specific programs or school as a whole).	9	5.3
4.	The other institution has "more" to offer (variety of courses/programs, support services, etc.).	7	4.1
5.	Relocation to another area due to my job, marriage, etc.	3	1.8
6.	The other institution is closer to my home or job.	6	3.5
7.	Desire for change (social, academic, environmental).	16	9.4
	Totals	171	100.0%

10. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College (1 = Very Important, 2 = Important, 3 = Not Important, and (A = Excellent, B = Good, C = Fair, D = Poor, and F = Unsure). (Example: 1, A.)

		Very Important		Important		Not Important	
		No.	%	No.	%	No.	%
1.	Athletic Programs facilities and activities	319	61.9%	106	20.6%	90	17.5%
2.	Social and Cultural activities and facilities	164	48.2	126	37.1	50	14.7
3.	Course Scheduling	261	79.3	61	18.5	7	2.1
4.	Content of course offered	207	74.5	62	22.3	9	3.2
5.	Fairness and appropriateness of testing and grading	207	73.7	63	22.4	11	3.9
6.	Accessibility of faculty	175	67.0	76	29.1	10	3.8
7.	Intellectual stimulation from faculty	171	62.9	84	30.9	17	6.3
8.	Opportunity to appeal rules and regulations	153	55.6	101	36.7	21	7.6
9.	Adequate information distribution (bulletin boards, newspapers, etc.)	139	50.7	103	37.6	32	11.7
10.	Career guidance from faculty	167	58.6	101	35.4	17	6.0
11.	Financial Aid (on campus)	179	68.1	62	23.6	22	8.4
12.	Career guidance from the career planning center	148	57.4	87	33.7	23	8.9

		Very Important No.	%	Important No.	%	Not Important No.	%
13.	Employment opportunity through the job placement center	153	58.4	85	32.4	24	9.2
14.	Opportunity to make friends and improve my social life	135	49.1	92	33.5	48	17.5
15.	Variety of courses offered	188	68.9	72	26.4	13	4.8

Question 10, Repeated,

A = Excellent, B = Good, C = Fair, D = Poor, F = Unsure

		A No.	%	B No.	%	C No.	%	D No.	%	F No.	%
1.	Athletic Programs facilities and activities	81	20.7	112	28.6	94	24.0	45	11.5	60	15.3
2.	Social and Cultural activities and facilities	96	23.1	122	29.4	95	22.9	44	10.6	58	14.0
3.	Course Scheduling	102	25.4	134	33.4	93	23.2	60	15.0	12	3.0
4.	Content of course offered	118	28.9	122	29.8	99	24.2	57	13.9	13	3.2
5.	Fairness and appropriateness of testing and grading	87	25.2	120	34.8	76	22.0	41	11.9	21	6.1
6.	Accessibility of faculty	127	33.1	107	27.9	72	18.8	49	12.8	29	7.6
7.	Intellectual stimulation from faculty	90	23.4	125	32.5	91	23.6	54	14.0	25	6.5
8.	Opportunity to appeal rules and regulations	81	20.5	104	26.3	96	24.3	68	17.2	46	11.6

		A		B		C		D		F	
		No.	%	No.	%	No.	%	No.	%	No.	%
9.	Adequate information distribution (bulletin boards, newspapers, etc.)	83	20.7	127	31.7	116	28.9	46	11.5	29	7.2
10.	Career guidance from the faculty	98	24.9	101	25.7	92	23.4	70	17.8	32	8.1
11.	Financial Aid (on campus	109	28.0	97	24.9	68	17.5	59	15.2	56	14.4
12.	Career guidance from the career planning	78	21.3	109	29.8	69	18.9	57	15.6	53	14.5
13.	Employment opportunity through the job placement center	84	23.2	82	22.7	92	25.4	52	14.4	52	14.4
14.	Opportunity to make friends and improve my social life	92	24.3	99	26.1	95	25.1	61	16.1	32	8.4
15.	Variety of courses	102	26.9	101	26.6	89	23.5	70	18.5	17	4.5

10a. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College (1 = Very Important, 2 = Important, 3 = Not Important, and (A = Excellent, B = Good, C = Fair, D = Poor, and F = Unsure). (Example: 1, A.)

		Very Important		Important		Not Important	
		No.	%	No.	%	No.	%
1.	Tutoring/basic skills development	288	81.1%	62	17.5%	5	1.4%
2.	Availability of career contacts through faculty and alumni	169	53.7	121	38.4	25	7.9
3.	Intellectual stimulation from other students	144	49.1	116	39.6	33	11.3

		Very Important		Important		Not Important	
		No.	%	No.	%	No.	%
4.	Library and other educational resources	268	74.4	84	23.3	8	2.2
5.	Availability of parking	201	61.5	114	34.9	12	3.7
6.	Personal counseling	218	68.3	88	27.6	13	4.1
7.	Responsive Administration	197	66.3	87	29.3	13	4.4
8.	Helpful and responsive support staff (for example, Admissions and Records Office staff)	203	64.6	103	32.8	8	2.5
9.	Quality of Instruction	245	75.4	75	23.1	5	1.5
10.	Academic Advising	214	72.3	69	23.3	13	4.4

Question 10a, Repeated,

A = Excellent, B = Good, C = Fair, D = Poor, F = Unsure

		A		B		C		D		F	
		No.	%	No.	%	No.	%	No.	%	No.	%
1.	Tutoring/basic skills development	365	58.2	114	18.2	84	13.4	22	3.5	42	6.7
2.	Availability of career contacts through faculty and alumni	206	38.4	118	22.0	121	22.6	28	5.2	63	11.8
3.	Intellectual stimulation from other students	177	35.5	130	26.1	127	25.5	33	6.6	31	6.2
4.	Library and other educational resources	297	56.5	108	20.5	75	14.3	19	3.6	27	5.1
5.	Availability of parking	247	48.1	126	24.5	92	17.9	24	4.7	25	4.9

		A		B		C		D		F	
		No.	%	No.	%	No.	%	No.	%	No.	%
6.	Personal counseling	243	39.4	197	31.9	96	15.6	37	6.0	44	7.1
7.	Responsive Administration	99	23.3	138	32.5	125	29.5	27	6.4	35	8.3
8.	Helpful and responsive support staff (for example, Admissions and Records Office staff)	230	46.2	113	22.7	98	19.7	28	5.6	29	5.8
9.	Quality of Instruction	260	52.5	122	24.6	82	16.6	14	2.8	17	3.4
10.	Academic Advising	217	42.5	127	24.9	108	21.2	28	5.5	30	5.9

11. If, in Question 10a., you rated the quality of instruction on your campus as fair or poor, what is your reason? Two responses per student. (N = 97)

		Number	Percent
1.	Instructors show lack of interest or enthusiasm for teaching.	15	15.5%
2.	Inability of instructors to communicate subject matter.	14	14.4
3.	Instructors seem unqualified or show poor command of the subject matter.	7	7.2
4.	Instructors are inconsistent with testing and grading, and/or give unclear assignments.	11	11.3
5.	Racial or sexual bias is shown by instructors.	8	8.2
6.	Some courses lack depth.	11	11.3
7.	Academic standards are low; some courses are focused on the lowest level students.	16	16.5
8.	Some courses lack breadth; they do not cover enough relevant material.	15	15.5
	Totals	97	100.0%

12. If, in Question 10a., you rated the quality of instruction on your campus as fair or poor, what is your reason? Two responses per student. (N = 69)

		Number	Percent
1.	Advising or advisors are unavailable when needed.	47	34.1%
2.	Advisors are poorly informed about academic programs and requirements.	29	21.0
3.	Advisors show a lack of concern or interest for students' needs.	29	21.0
4.	Advisors make incorrect student recommendations.	9	6.5
5.	Advisement is not coordinated between advisors, departments, and other administrative offices on campus.	24	17.4
	Totals	138	100.0%

13. What is your major? By groupings. (N = 667)

	No.	Percent		No.	Percent
Education	25	3.7%	Computer Science	57	8.5%
Physical Education	4	0.6	Telecommunications	2	0.3
Bilingual Education	3	0.4	Computer Repair	5	0.7
Business	86	12.9	Nutrition	1	0.1
Accounting	30	4.5	Health	1	0.1
			Life Science	36	5.4
Psychology	11	1.6			
Human Services	6	0.9	Public Administration	6	0.9
Nursing	14	2.1	Criminal Justice	7	1.0
Child Development	25	3.7	Paralegal	1	0.1
Medical Services	12	1.8			
Radiology	1	0.1	Economics	1	0.1
Sociology	11	1.6			
			Air Travel	2	0.3

	No.	Percent		No.	Percent
Art	1	0.1	Engineering	17	2.5
Designer	1	0.1	Electronics	8	1.2
Music	1	0.1	Construction	1	0.1
			Machine Shop	3	0.4
English	2	0.3	Math	5	0.7
Journalism	1	0.1	Automobile Mechanics	2	0.3
			Driving	2	0.3
Undeclared	270	40.5	Student	6	0.9

14. What is your academic level?	Number	Percent
1. Currently enrolled in high school.	160	19.6%
2. Completed less than 30 units.	356	43.5
3. Completed between 30 and 59 units.	78	9.5
4. Completed 60 or more units.	50	6.1
5. Have an Associate of Arts or Associate of Science Degree.	54	6.6
6. Have a Bachelor of Arts or Bachelor of Science Degree.	78	9.5
7. Have a Masters Degree.	18	2.2
8. Other	24	2.9
Totals	818	100.0%

15. What is your educational goal at Compton Community College?

1.	Learn a job skill/trade.	216	27.9%
2.	Earn a certificate.	154	19.9
3.	Earn an Associate of Arts or Associate of Science Degree.	234	30.2
4.	Personal development.	96	12.4
5.	Other	74	9.6
	Totals	774	100.0%

16. What is your highest degree objective at Compton Community College?

		Number	Percent
1.	None, I am just taking classes.	114	14.1%
2.	Associate of Arts Degree	358	44.1
3.	Associate of Science Degree	224	27.6
4.	Undecided	115	14.2
	Totals	811	100.0%

17. What is your overall degree objective?

1.	None	57	7.2%
2.	Associate of Arts Degree	168	21.3
3.	Associate of Science Degree	18	2.3
4.	Bachelors Degree	136	17.2
5.	Masters Degree	115	14.6
6.	Ph.D., or Ed.D. Degree	56	7.1
7.	MD., D.D.S., J.D., etc.	27	3.4
8.	Other (such as a teaching credential or certificate	31	3.9
9.	Undecided	182	23.0
	Totals	790	100.0%

18. How many units are you currently enrolled?

1.	0 to 7.5 units	179	24.7%
2.	8 to 11.5 units	131	18.0
3.	12 to 14.5 units	288	39.7
4.	15 or more units	128	17.6
	Totals	726	100.0%

19. What is your estimated grade point average for the college work you have completed at Compton Community College?

1.	At or below 1.9	15	2.0%
2.	At or between 2.0 and 2.4	74	9.7
3.	At or between 2.5 and 2.9	151	19.8
4.	At or between 3.0 and 3.4	134	17.5
5.	At or between 3.5 and 4.0	87	11.4
6.	Not applicable - New student	303	39.7
	Totals	764	100.0%

20. How many units do you usually take per semester? (Compton Community College only) (N = 730)

1 Unit	2	0.3%	8 Units	14	1.9%	16 Units	12	1.6%
2 Units	2	0.3	9 Units	30	4.1	15 Units	25	3.4
3 Units	21	2.9	10 Units	29	4.0	17 Units	6	0.8
4 Units	7	1.0	11 Units	9	1.2	18 Units	25	3.4
5 Units	5	0.7	12 Units	382	52.3	19 Units	31	4.2
6 Units	50	6.8	13 Units	29	4.0	20 Units	4	0.5
7 Units	15	2.1	14 Units	30	4.1	22 Units	2	0.3

21. Which factor(s) determine(s) the number of units you take per semester? (Multiple Responses).

		Number	Percent
1.	The time period that courses are scheduled.	365	21.9%
2.	The days that courses are scheduled.	274	16.5
3.	Whether or not required courses for my academic program are offered.	174	10.5
4.	The number of units I can take and still earn good grades.	208	12.5
5.	The number of units required to keep my financial aid (V.A. Loan, Grant, Scholarship etc.).	104	6.3
6.	The amount of money I have to spend on my education.	142	8.5
7.	The time demands or needs of my family.	194	11.7
8.	The number of units I need to graduate by a certain date.	140	8.4
9.	Nothing in particular, I take whatever I find to be interesting.	63	3.8
	Totals	1664	100.0%

22. When do you take the majority of your classes? (Multiple Responses)

		Number	Percent
1.	Before 8:00 AM	27	2.5
2.	Between 8:00 AM and 10:00 AM	317	29.2
3.	Between 10:00 AM and 12:00 PM	237	21.8
4.	Between 12:00 PM and 2:00 PM	142	13.1
5.	Between 2:00 PM and 4:00 PM	28	2.6
6.	Between 4:00 PM and 6:00 PM	34	3.1
7.	Between 6:00 PM and 8:00 PM	189	17.4
8.	Between 8:00 PM and 10:00 PM	112	10.3
	Totals	1086	100.0%

23. Of the times when it is possible for you to attend classes, when do you prefer to take the majority of your classes? (Multiple Responses)

		Number	Percent
1.	Before 8:00 AM	29	3.0%
2.	Between 8:00 AM and 10:00 AM	259	27.0
3.	Between 10:00 AM and 12:00 PM	236	24.6
4.	Between 12:00 PM and 2:00 PM	106	11.0
5.	Between 2:00 PM and 4:00 PM	34	3.5
6.	Between 4:00 PM and 6:00 PM	49	5.1
7.	Between 6:00 PM and 8:00 PM	172	17.9
8.	Between 8:00 PM and 10:00 PM	76	7.9
	Totals	961	100.0%

24. Which of the college services would you utilize during the evening hours (5:00 PM to 10:00 PM)? (Multiple Responses)

1.	Library	404	30.2%
2.	Academic Resources (Institute Learning Center/Tutoring)	227	17.0
3.	Campus Bookstore	121	9.0
4.	Business Office	83	6.2
5.	Cafeteria	123	9.2
6.	Student Lounge	80	6.0
7.	Records Office	42	3.1
8.	Academic Counseling Services	112	8.4
9.	Transfer Center	41	3.1
10.	Financial Aid Office	75	5.6
11.	Other	30	2.2
	Totals	1338	100.0%

25. Are you the head of your household (major income provider for yourself or your family)?

1.	Yes	373	51.8
2.	No	347	48.2
	Totals	720	100.0%

26. What is your family's annual income?

		Number	Percent
1.	$0 to $6,000	244	32.2%
2.	$6,001 to $12,000	212	28.0
3.	$12,001 to $18,000	89	11.8
4.	$18,001 to $24,000	81	10.7
5.	$24,001 to $36,000	64	8.5
6.	$36,001 to $48,000	35	4.6
7.	More than $48,001	32	4.2
	Totals	757	100.0%

27. How many persons are you financially responsible for?

1.	None, I am considered a dependent.	188	24.5%
2.	Myself only.	202	26.4
3.	Two, including myself.	169	22.1
4.	Three, including myself.	97	12.7
5.	Four, including myself.	40	5.2
6.	Five, including myself.	39	5.1
7.	Over five.	31	4.0
	Totals	766	100.0%

28. Are you concerned with having the financing necessary for your college education?

1.	No, I will have sufficient funds.	104	14.9%
2.	Yes, somewhat concerned, but I will probably have enough funds to continue.	178	25.6
3.	Yes, very concerned. I may not have enough funds to continue.	312	44.8
4.	Yes, extremely concerned. I will not have enough funds to continue.	102	14.7
	Totals	696	100.0%

29. Do you need child care? (If yes, select the time period)

		Number	Percent
1.	Yes	126	15.0%
2.	No	587	70.0
3.	Between 6:00 AM and 6:00 PM	63	7.5
4.	After 6:00 PM	63	7.5
	Totals	839	100.0%

30. How many additional units would you be able to take if you had child care?

1.	From 0 to 3	61	48.4%
2.	From 4 to 6	45	35.7
3.	More than 6	20	15.9
	Totals	126	100.0%

31. Approximately how many hours are you employed per week?

1.	From 1 to 19.5	55	7.7%
2.	From 20 to 39.5	138	19.4
3.	Over 39.5	220	30.9
4.	Not employed	300	42.1
	Totals	713	100.0%

32. Which best characterizes your present employment?

1.	Business or Industry	237	34.9%
2.	Federal	75	11.0
3.	County	38	5.6
4.	State	33	4.9
5.	City	18	2.6
6.	Educational Institution	102	15.0
7.	Self-employed	35	5.1
8.	Non-profit organization	20	2.9
9.	Other, specify (There were no specifications)	122	17.9
	Totals	680	100.0%

33. What is your occupational title? (In Groupings) (N = 543)

	Number	Percent		Number	Percent
Secretary	22	4.1%	Carpenter	2	0.4%
Telephone Operator	3	0.6			
Receptionist	6	1.1	Mechanic	11	2.0
Clerk	47	8.7	Student	30	5.5
Cashier	10	1.8			
Administrative Assistant	2	0.4	Electrician	3	0.6
Sales	14	2.6	Probation Officer	1	0.2
Manager	12	2.2	Security	3	0.6
Realtor	2	0.4			
Bookkeeper	2	0.4	Postal Employee	3	0.6
Counselor	3	0.6			
Nurses Aid	122	22.5	Factory Worker	22	4.1
Caretaker	15	2.8	Janitor	3	0.6
Recreation	1	0.2	Warehouse Worker	2	0.4
Teacher's Aid	35	6.4	Construction	6	1.1
Tutor	1	0.2			
			Analyst	1	0.2
Laborer	150	27.6			
Mold Maker	2	0.4	Data Processing	2	0.4
Drivers	5	0.9			

34. Where do you prefer to take classes?

	Number	Percentage
1. On the college campus	850	97.1%
2. At an off-campus location	15	1.7
3. Television courses	10	1.1
Totals	875	100.0%

35. Which days would you prefer to take classes? (Multiple Responses)

1. Monday	494	4. Thursday	450	7. Sunday	25
2. Tuesday	465	5. Friday	351		
3. Wednesday	538	6. Saturday	114		

36. In your opinion, what are the main reasons students drop out of school on this campus? (2 Responses per student)

		Number	Percent
1.	Lack of interest, motivation, and/or goals.	314	24.6%
2.	Financial problems	252	19.8
3.	Time conflicts, demands of work/job, or family.	191	15.0
4.	Shortcomings of the institution (support, services, social activities, facilities, parking, etc.).	50	3.9
5.	Emotionally unprepared to cope with the demands of the college.	77	6.0
6.	Academically unprepared to do college level work.	100	7.8
7.	Personal or family problems.	91	7.1
8.	Poor academic performance.	50	3.9
9.	Transportation problems.	40	3.1
10.	Education unnecessary or unrelated to life goals or job success.	30	2.4
11.	"Burn Out"	25	2.0
12.	Unsure	54	4.2
	Totals	1274	100

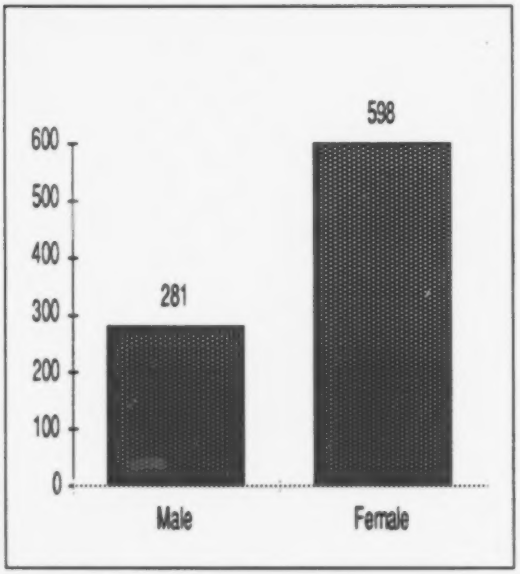
37. Which one of the following items present the greatest obstacle in terms of reaching your educational goals?

1.	Campus-related factors (such as course variety, scheduling, instructors, support services, etc.).	153	22.9%
2.	External factors (such as family obligations, job, finances, personal problems, etc.).	299	44.7

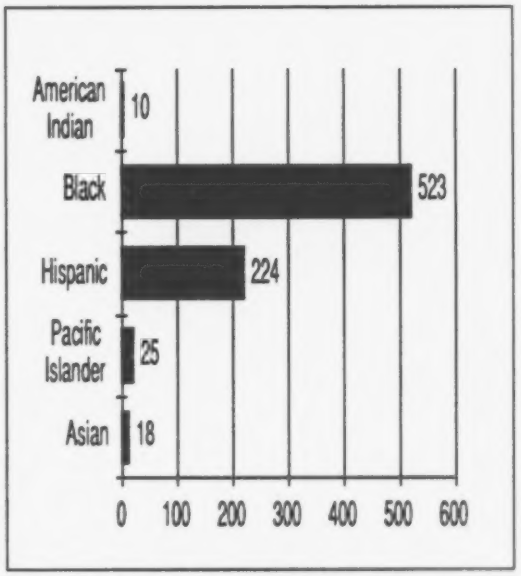
3.	I am not experiencing any obstacles as far as accomplishing my educational goals	217	32.4
	Totals	669	100.0%

38. What could the campus do to help eliminate any obstacle you selected in Question 37? (If you marked that you are not experiencing any obstacle, skip this question.)

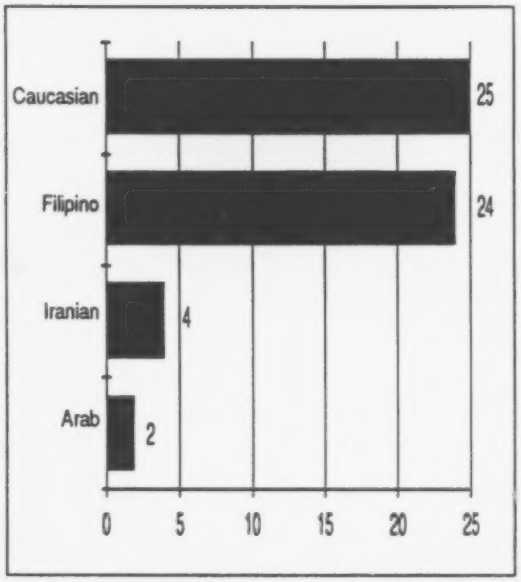
		Number	Percent
1.	Improve tutoring services.	85	18.8%
2.	Provide better career guidance.	51	11.3
3.	Improve library services.	2	0.4
4.	Improve academic advising.	29	6.4
5.	Improve information about financial aid.	41	9.1
6.	Make financial aid processing easier.	84	18.6
7.	Change course scheduling.	26	5.8
8.	Offer a greater variety of academic programs.	20	4.4
9.	Offer a greater variety of courses.	23	5.1
10.	Change the admissions requirements to the school or a specific program.	14	3.1
11.	Change the grading system.	10	2.2
12.	Monitor/remove ineffective instructors hire effective instructors.	16	3.5
13.	The school can do nothing about my problems.	20	4.4
14.	The school is already doing what it can do to assist me.	31	6.9
	Totals	452	100.0%



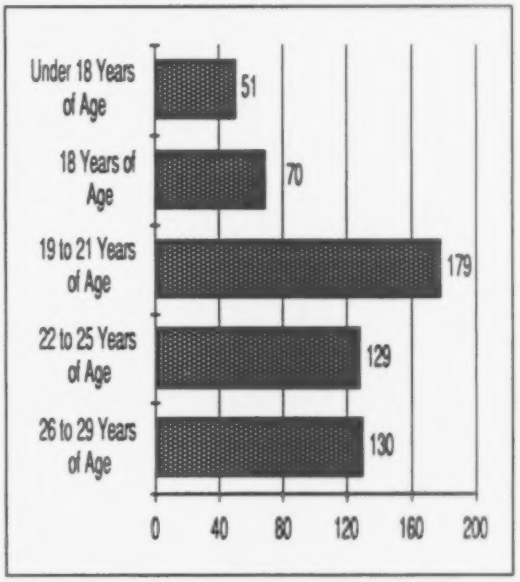
Question 1. What is your gender?



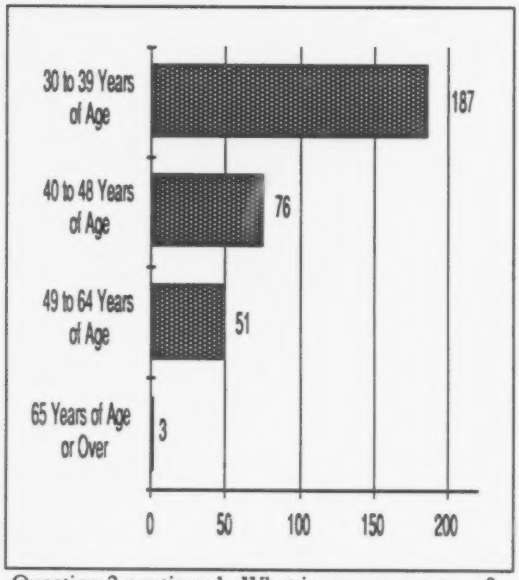
Question 2. What is your ethnicity?



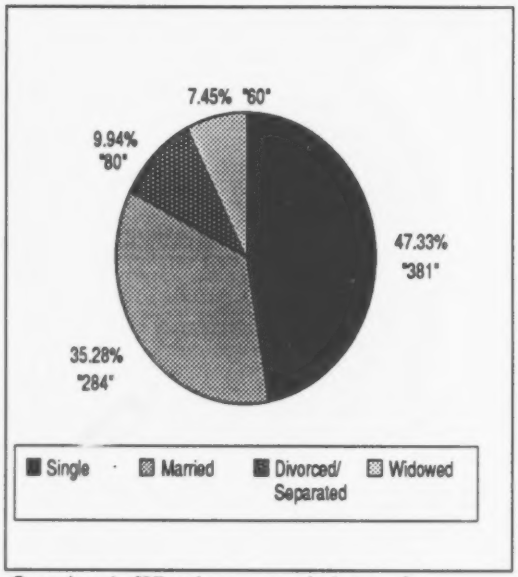
Question 2 continued. What is your ethnicity?



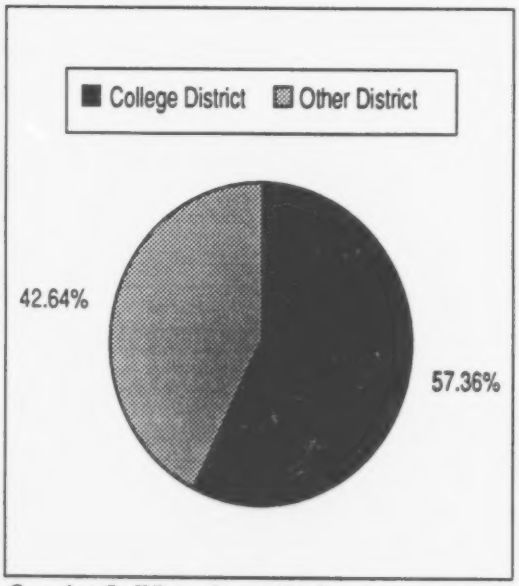
Question 3. What is your present age?



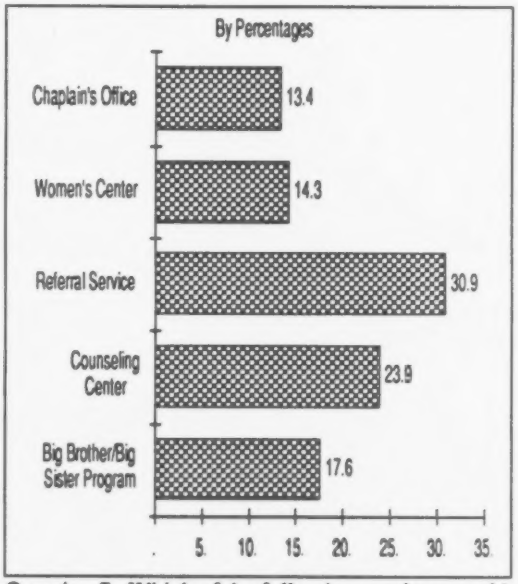
Question 3 continued. What is your present age?



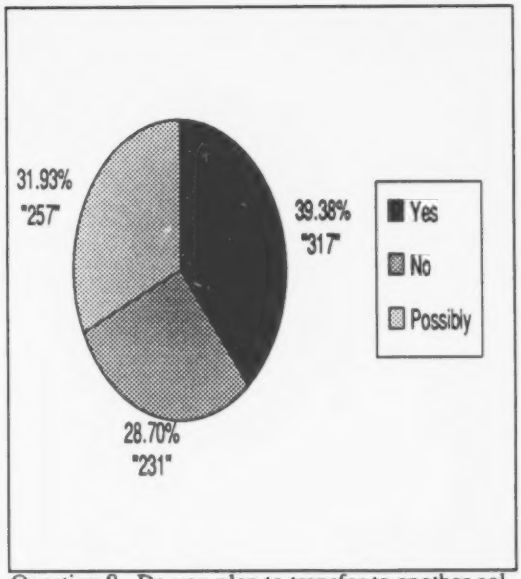
Question 4. What is your marital status?



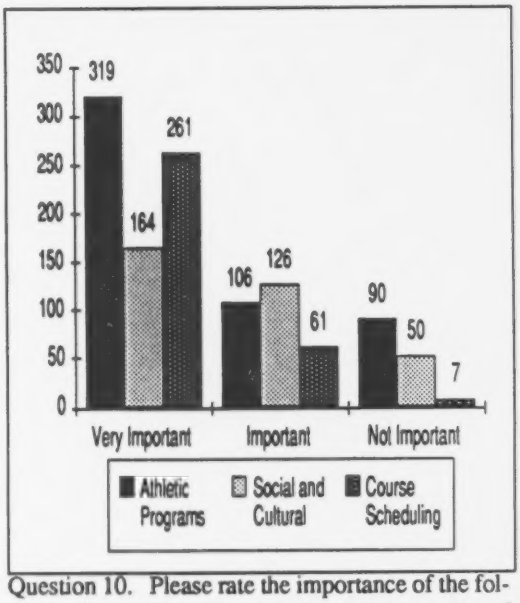
Question 5. Where do you live?



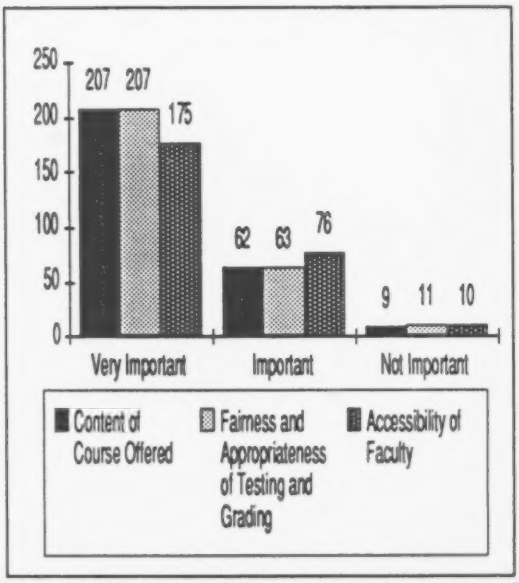
Question 7. Which of the following services would be of assistance to you during your academic career at Compton Community College?



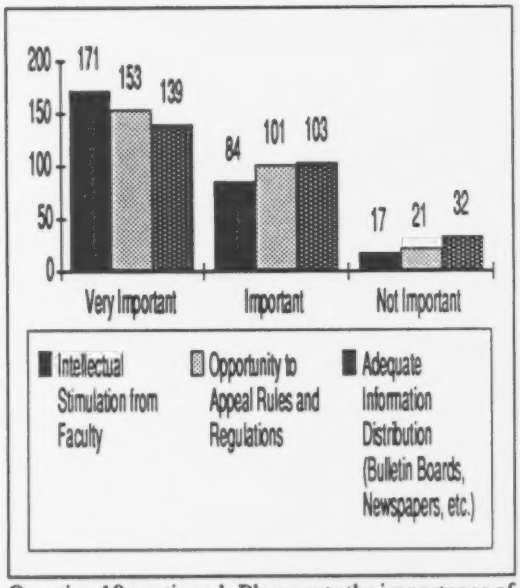
Question 8. Do you plan to transfer to another college or university to continue your education before graduation from your current degree program?



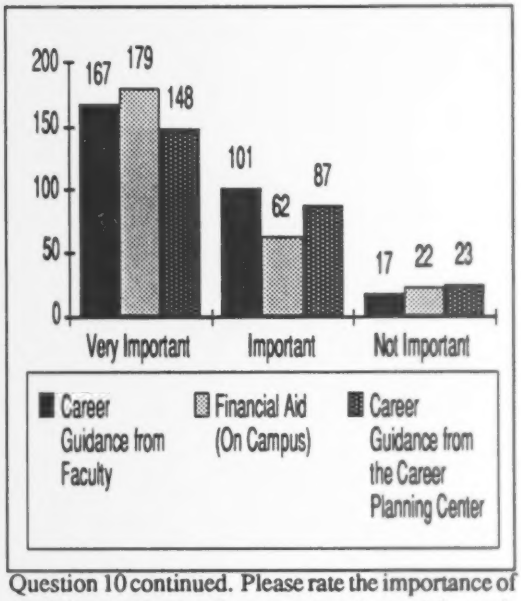
Question 10. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



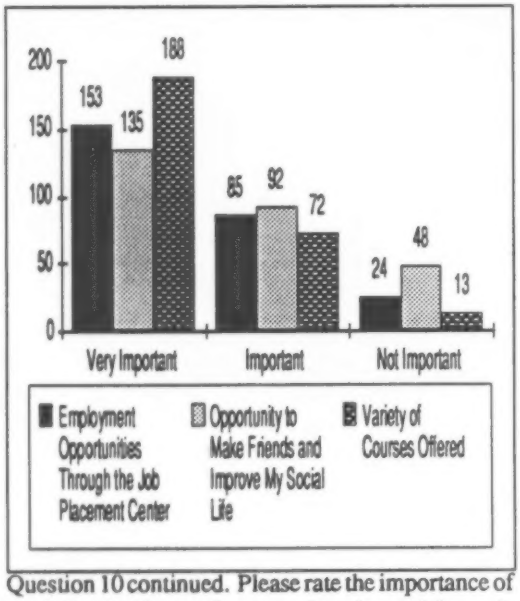
Question 10 continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



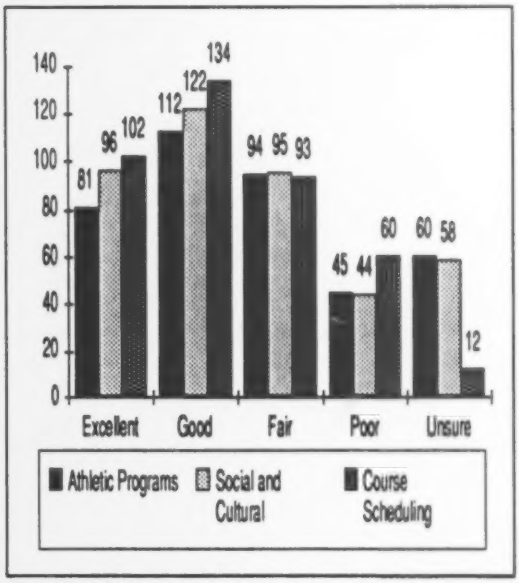
Question 10 continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



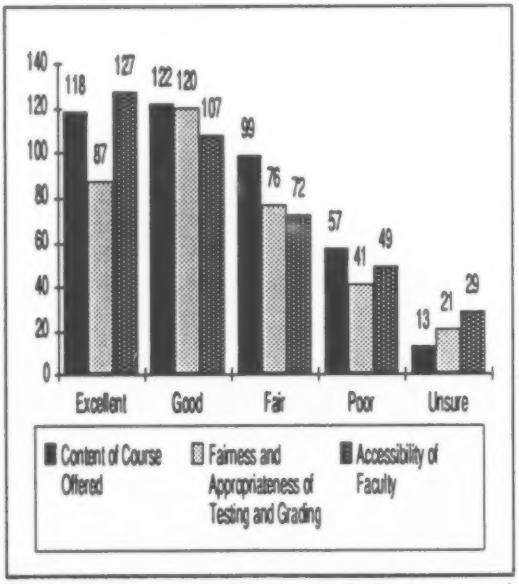
Question 10 continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



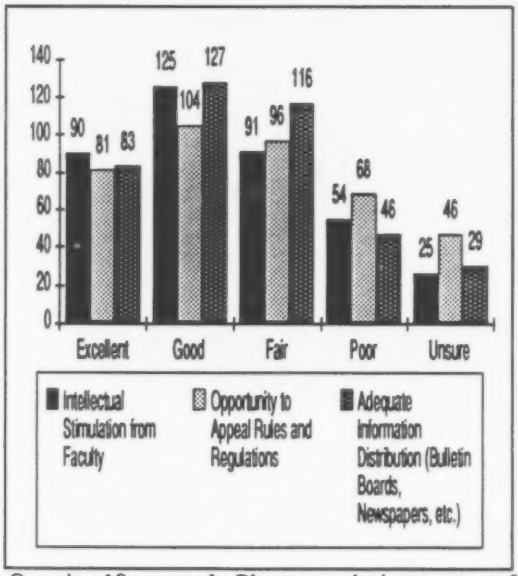
Question 10 continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



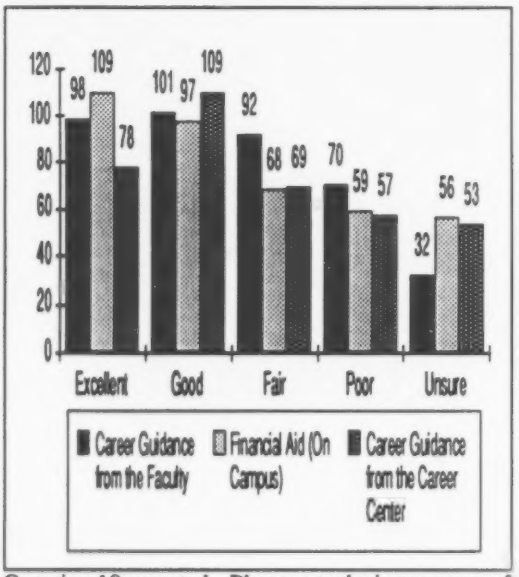
Question 10 repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



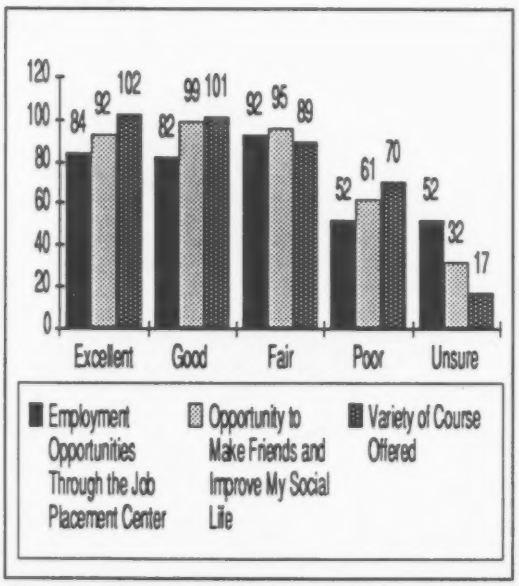
Question 10 repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



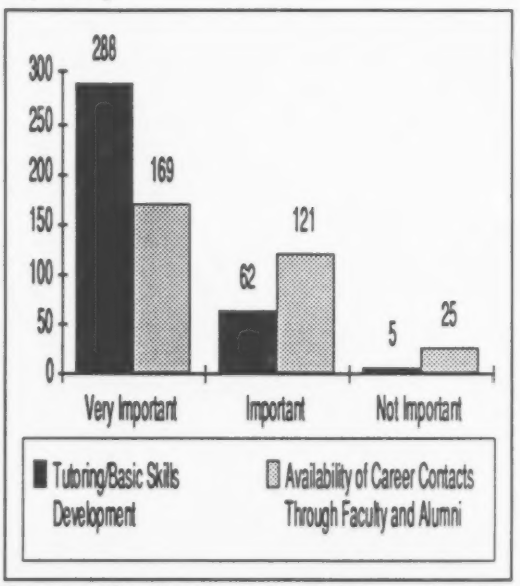
Question 10 repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



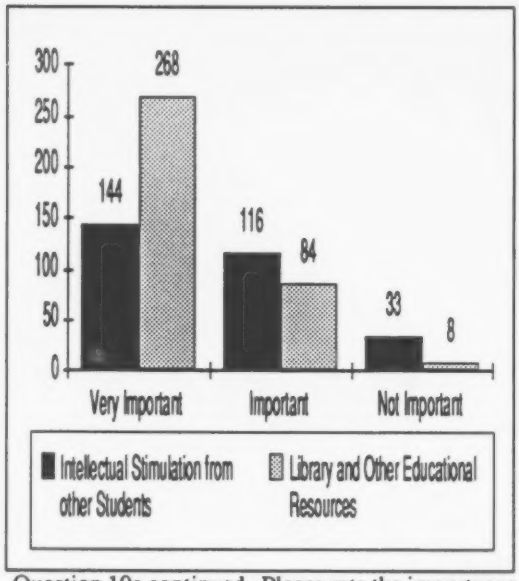
Question 10 repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



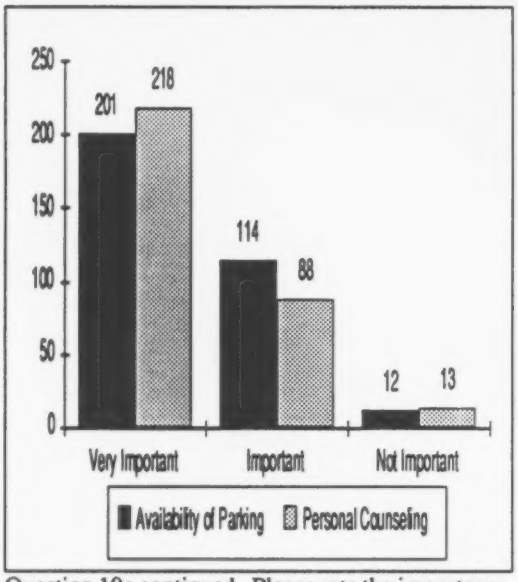
Question 10 repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



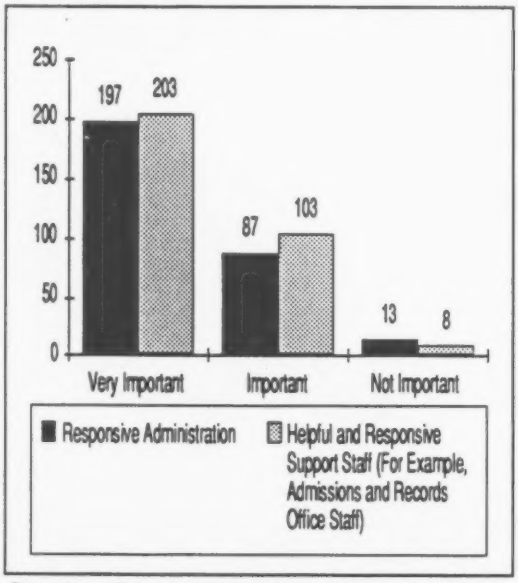
Question 10a. Please rate the importance of the following factors for your education and thequality of those factors as they exist at Compton Community College.



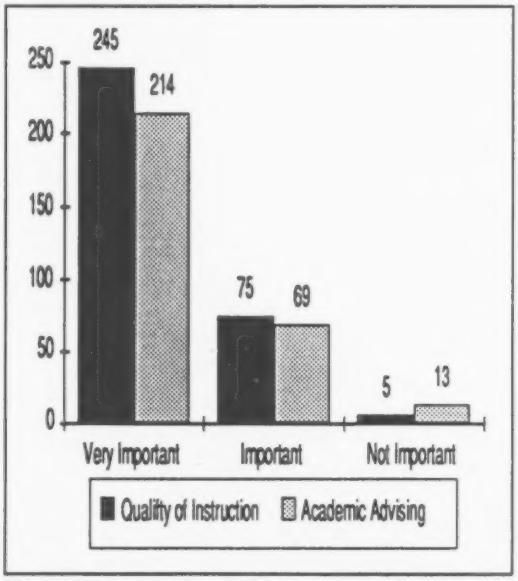
Question 10a continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



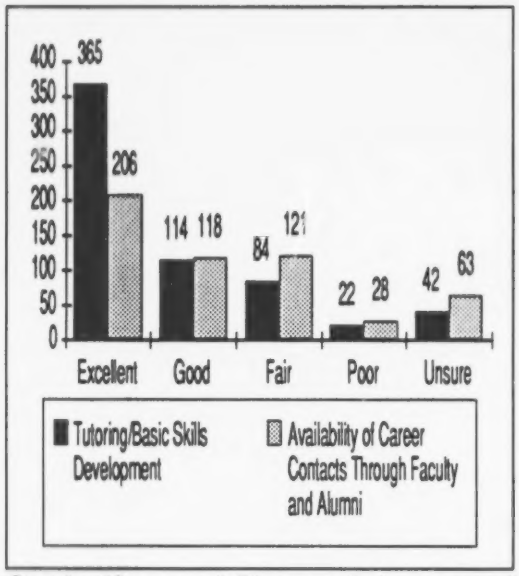
Question 10a continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



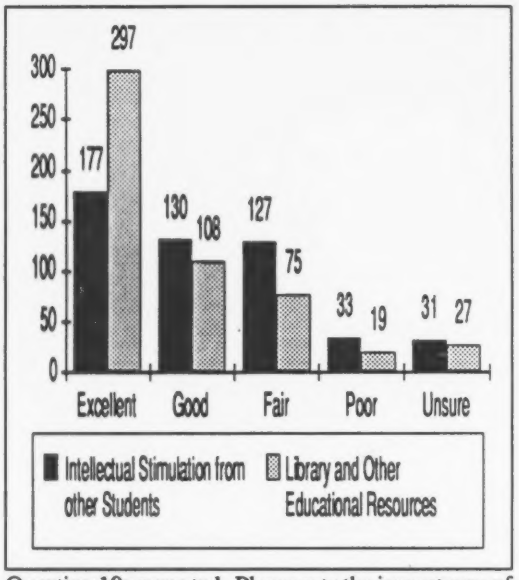
Question 10a continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



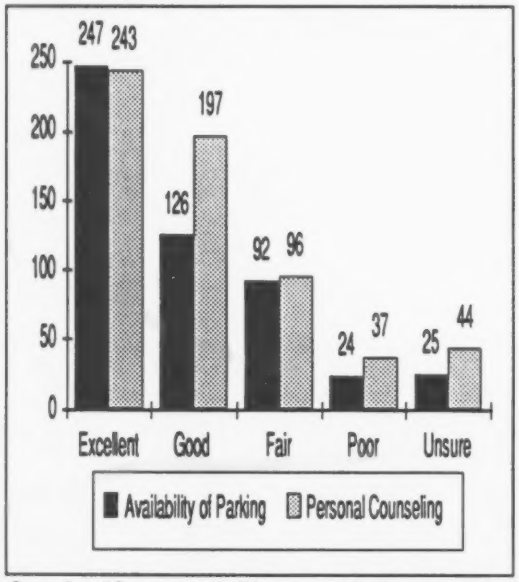
Question 10a continued. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



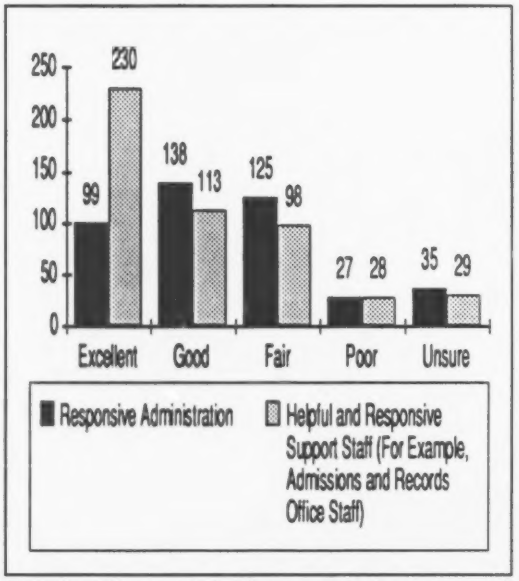
Question 10a repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



Question 10a repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



Question 10a repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



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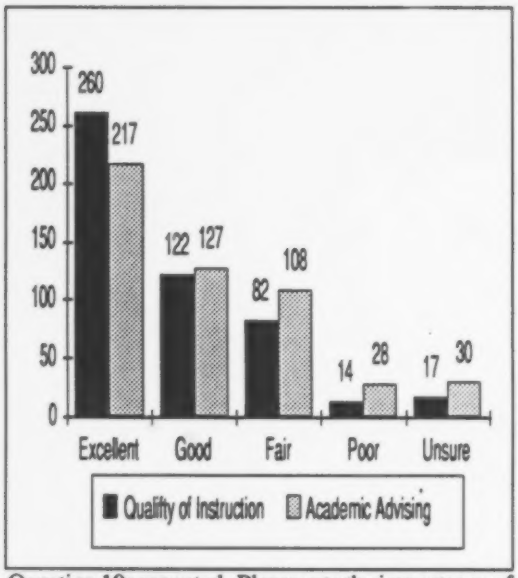
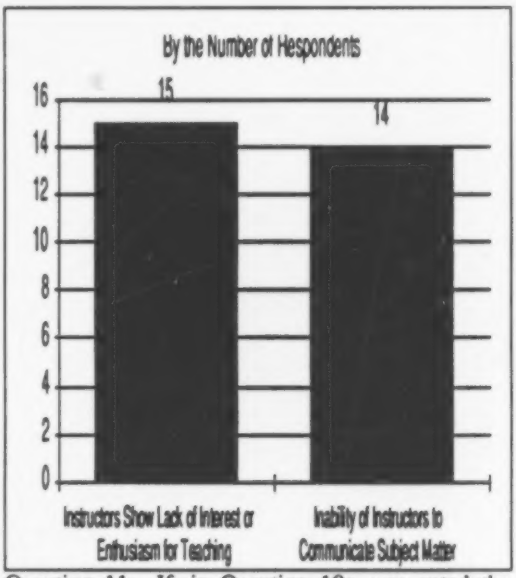
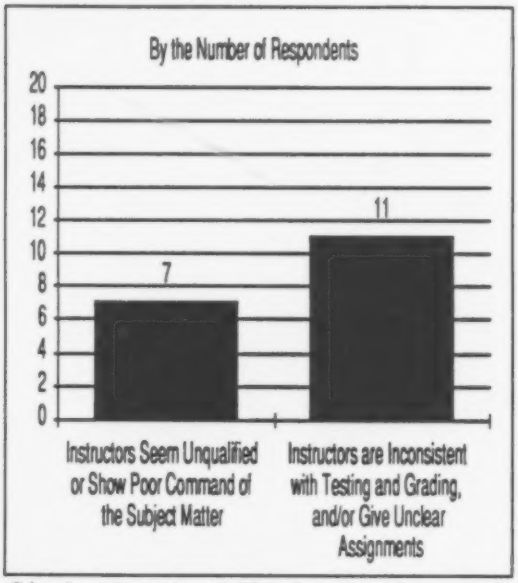


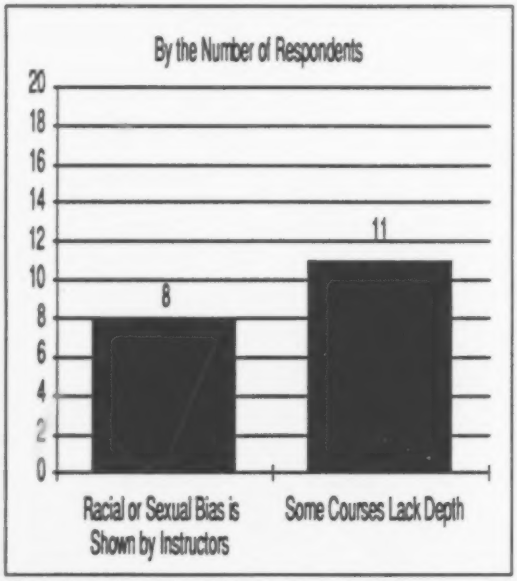
Question 10a repeated. Please rate the importance of the following factors for your education and the quality of those factors as they exist at Compton Community College.



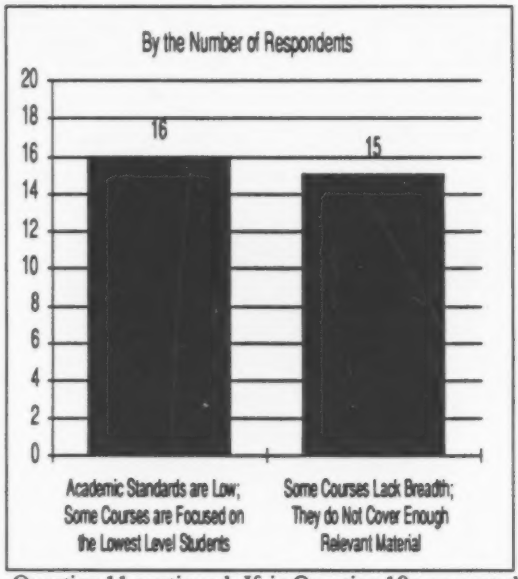
Question 11. If, in Question 10a, you rated the quality of instruction on your campus as fair or poor, what is your reason. (Two responses per student).



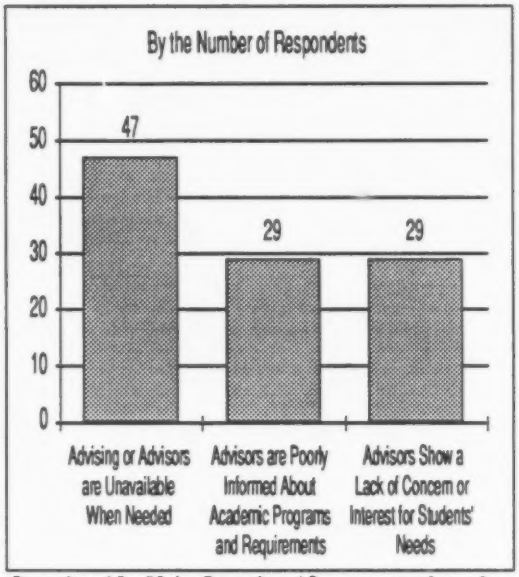
Question 11 continued. If, in Question 10a, you rated the quality of instruction on your campus as fair or poor, what is your reason. (Two responses per student).



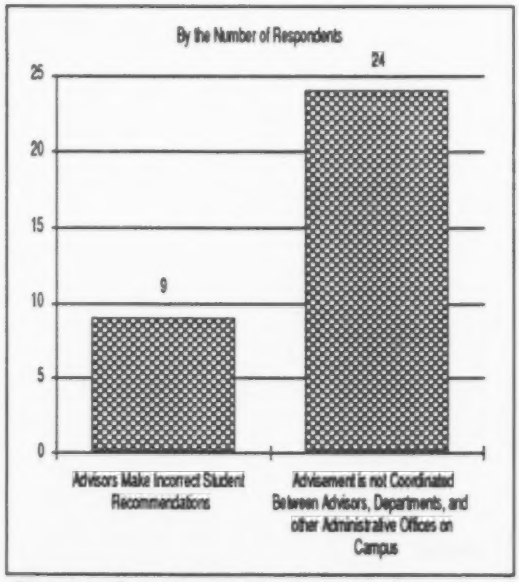
Question 11 continued. If, in Question 10a, you rated the quality of instruction on your campus as fair or poor, what is your reason. (Two responses per student).



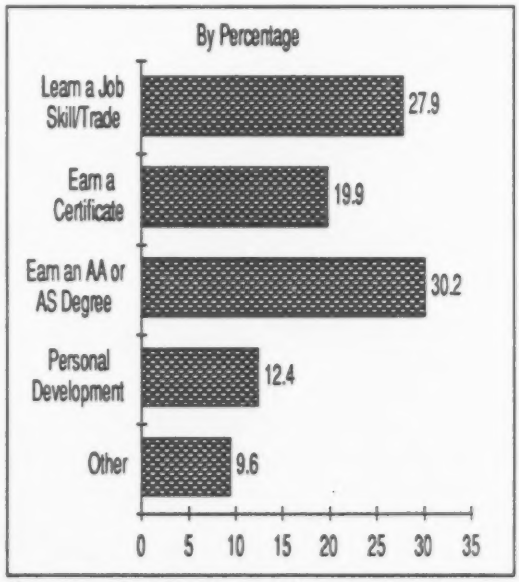
Question 11 continued. If, in Question 10a, you rated the quality of instruction on your campus as fair or poor, what is your reason. (Two responses per student).



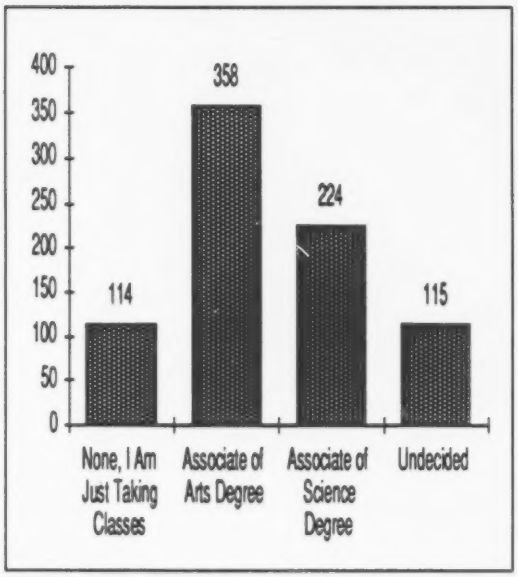
Question 12. If, in Question 10a, you rated academic advising on your campus as fair or poor, what is your reason? (Two responses per student).



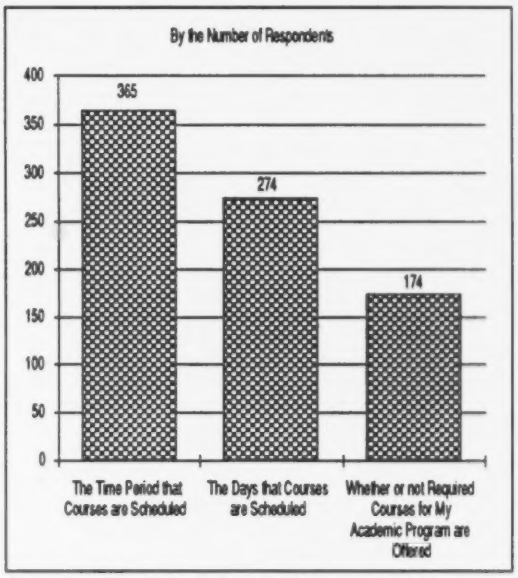
Question 12 continued. If, in Question 10a, you rated academic advising on your campus as fair or poor, what is your reason? (Two responses per student).



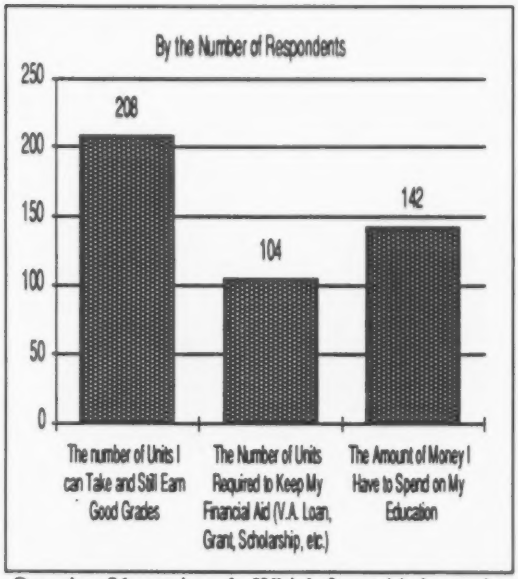
Question 15. What is your educational goal at Compton Community College?



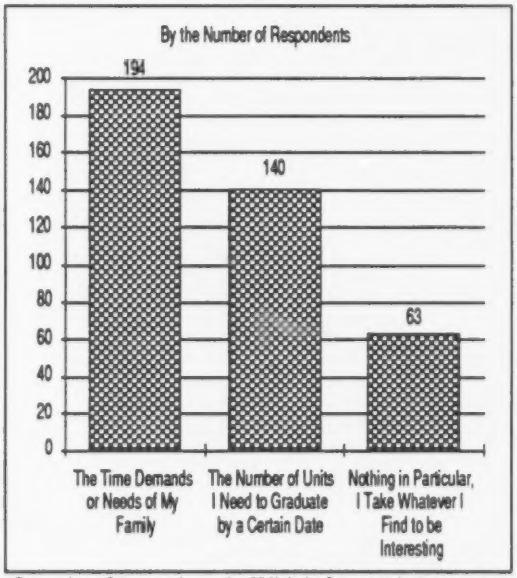
Question 16. What is your highest degree objective at Compton Community College?



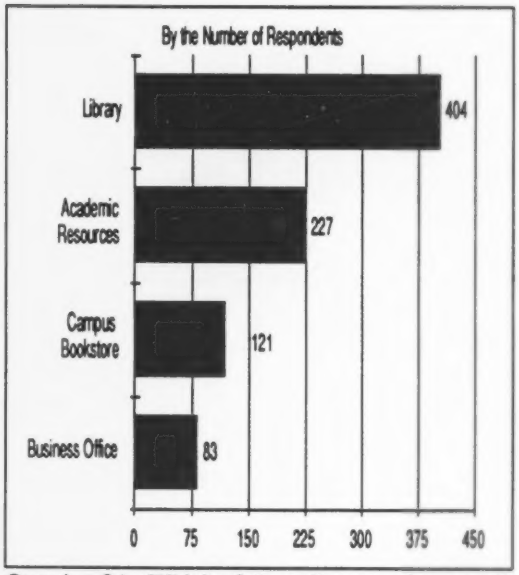
Question 21. Which factor(s) determine the number of units you take per semester? (Multiple Responses)


By the Number of Respondents
250
200
150
100
50
0
208
104
142
The number of Units I can Take and Still Earn Good Grades
The Number of Units Required to Keep My Financial Aid (V.A. Loan, Grant, Scholarship, etc.)
The Amount of Money I Have to Spend on My Education

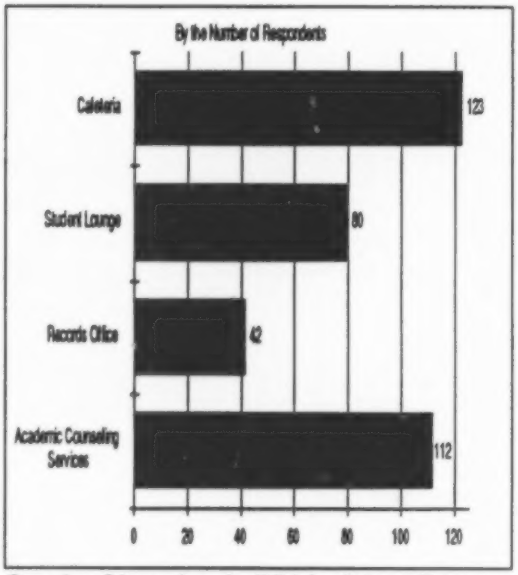
Question 21 continued. Which factor(s) determine the number of units you take per semester? (Multiple Responses)



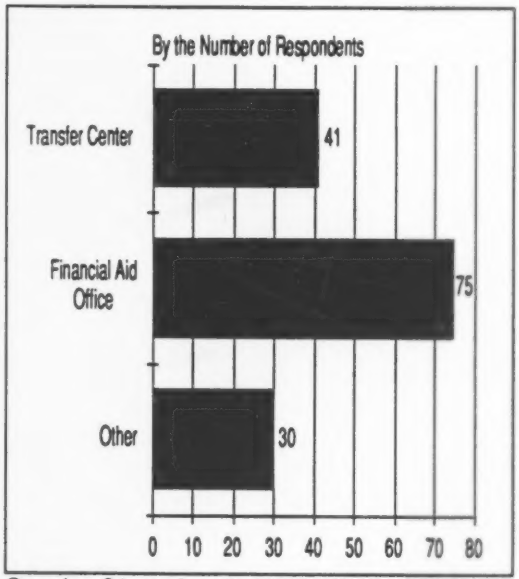
Question 21 continued. Which factor(s) determine the number of units you take per semester? (Multiple Responses)



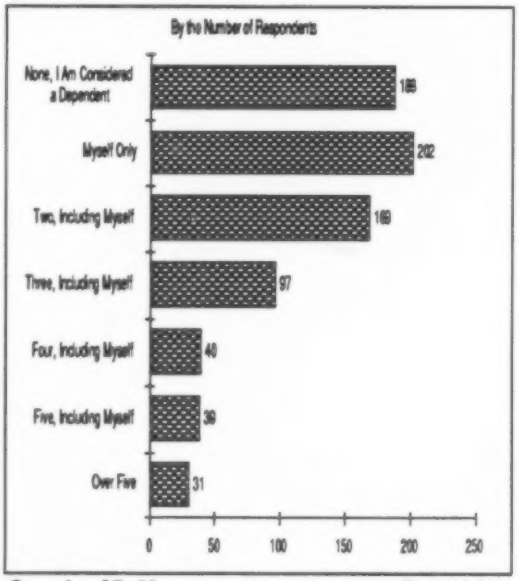
Question 24. Which of the college services would you utilize during the evening hours (5:00PM to 10:00PM)?



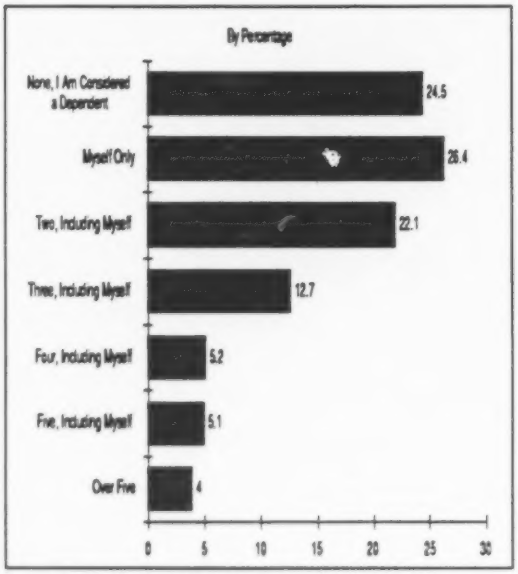
Question 24 continued. Which of the college services would you utilize during the evening hours (5:00PM to 10:00PM)?



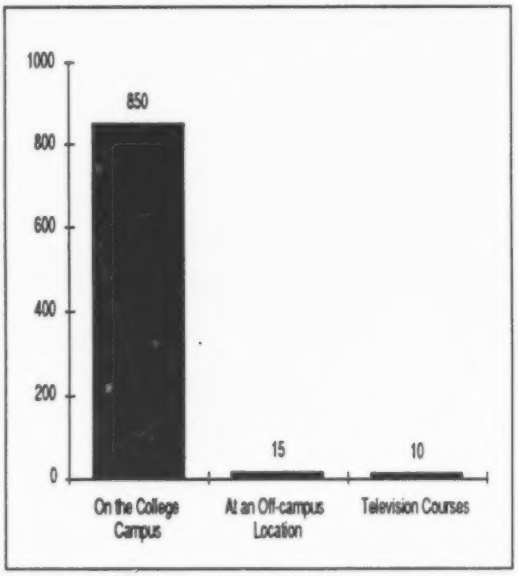
Question 24 continued. Which of the college services would you utilize during the evening hours (5:00PM to 10:00PM)?



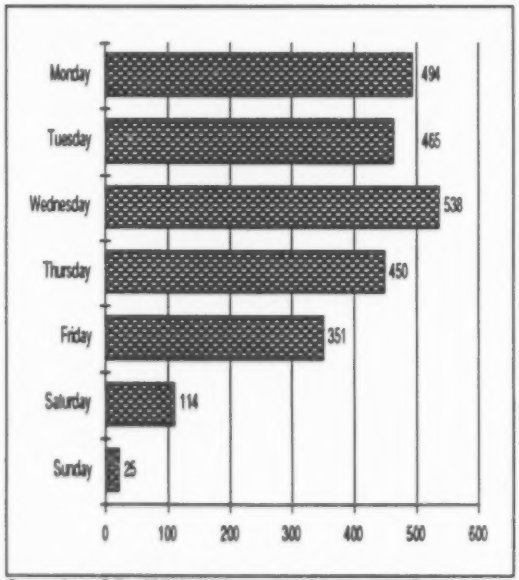
Question 27. How many persons are you financially responsible for?



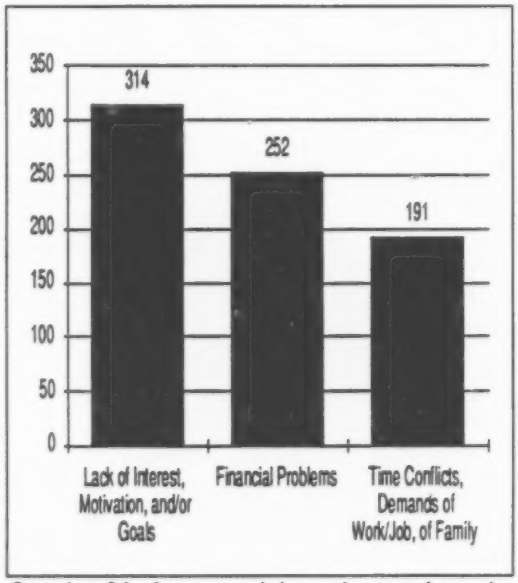
Question 27 repeated. How many persons are you financially responsible for?



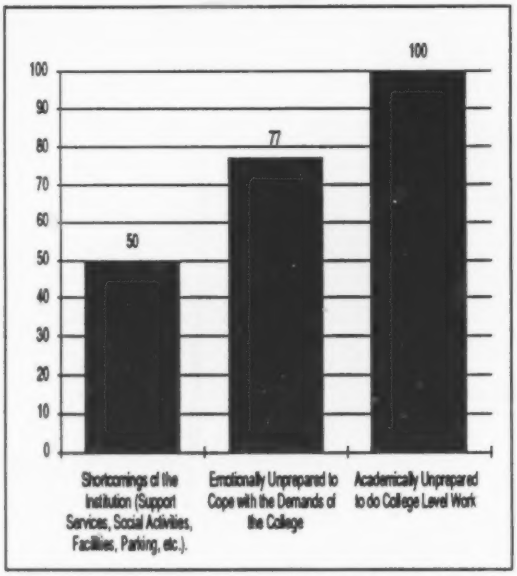
Question 34. Where do you prefer to take classes?



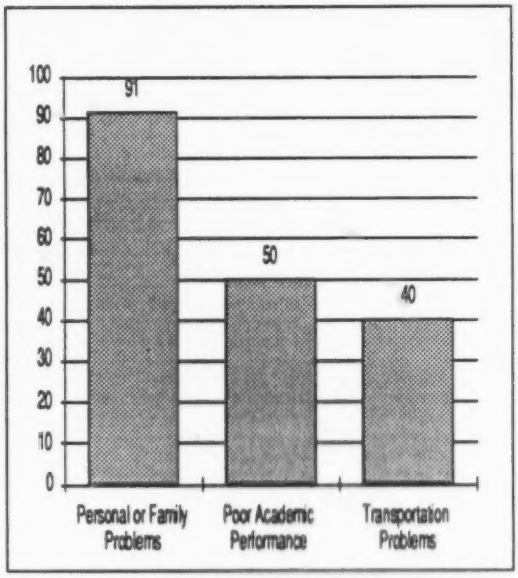
Question 35. Which days would you prefer to take classes? (Multiple Responses)



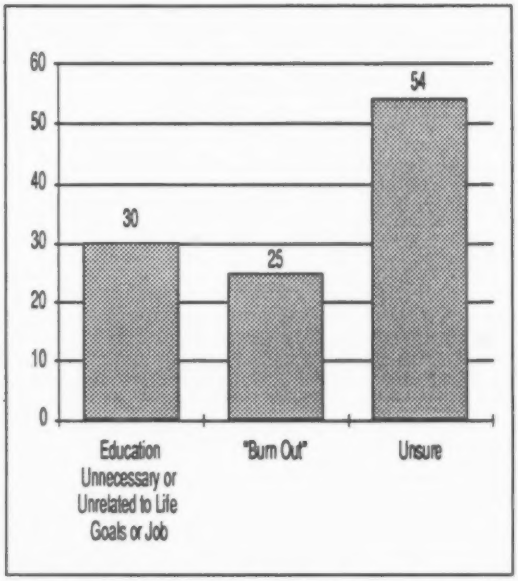
Question 36. In your opinion, what are the main reasons students drop out of shcool on this campus? (Two responses per student)



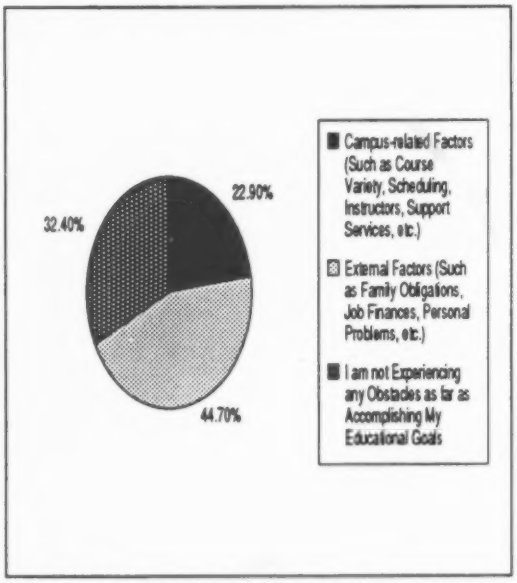
Question 36 continued. In your opinion, what are the main reasons students drop out of shcool on this campus? (Two responses per student)



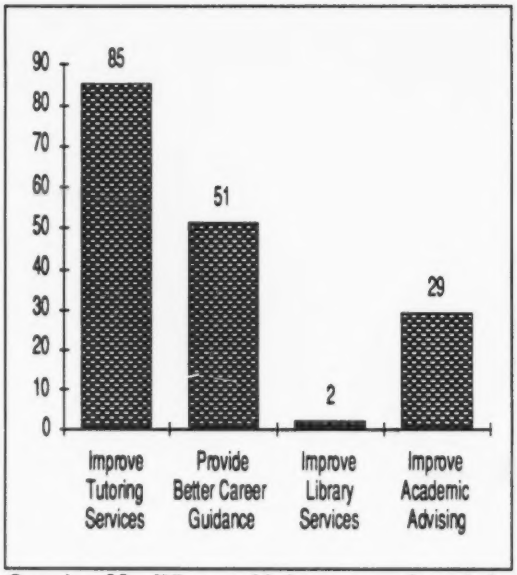
Question 36 continued. In your opinion, what are the main reasons students drop out of shcool on this campus? (Two responses per student)



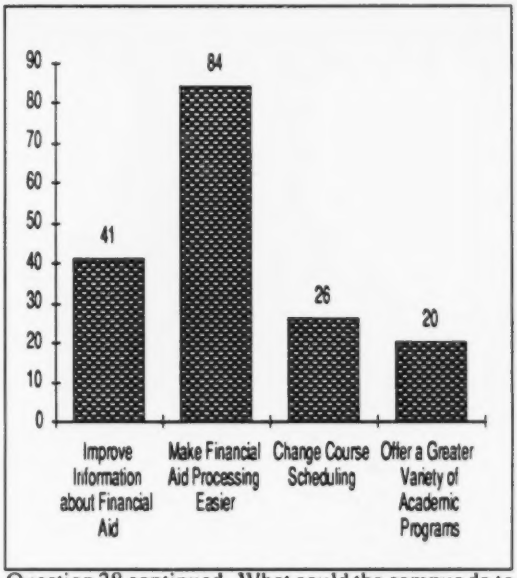
Question 36 continued. In your opinion, what are the main reasons students drop out of shcool on this campus? (Two responses per student)


22.90%
32.40%
44.70%
Campus-related Factors (Such as Course Variety, Scheduling, Instructors, Support Services, etc.)
External Factors (Such as Family Obligations, Job Finances, Personal Problems, etc.)
I am not Experiencing any Obstacles as far as Accomplishing My Educational Goals

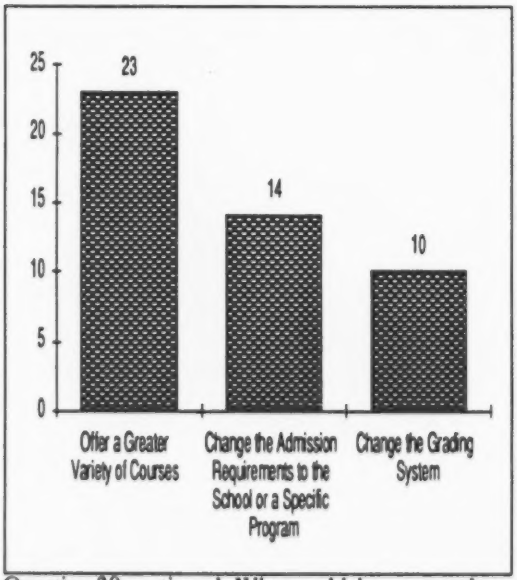
Question 37. Which of the following items present the greatest obstacle in terms of reaching your educational goals?



Question 38. What could the campus do to help eliminate any obstalce you selected in Question 37? (If you marked that you are not experiencing any obstacle, skip this question.)



Question 38 continued. What could the campus do to help eliminate any obstalce you selected in Question 37? (If you marked that you are not experiencing any obstacle, skip this question.)



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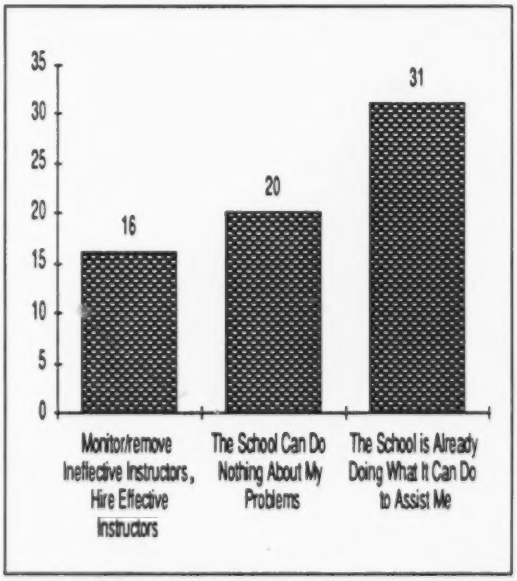

Question 38 continued. What could the campus do to help eliminate any obstalce you selected in Question 37? (If you marked that you are not experiencing any obstacle, skip this question.)

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